

Special Ed / IEP Writer Release 2.0 User Manual Jan 2010



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The Sapphire Special Education / IEP writer software provides tools for effectively managing the overall special education process. Before looking at the tools provide in the software, it is necessary to have a clear understanding of the requirements and sequence of tasks necessary for a student to be placed in and tracked through special education.

Before a student is classified as having a special need which qualifies him for special education services, a sequence of steps must be followed. The first step in the process is identification (by a teacher, administrator, parent or other person) that a student has some exceptionality and needs to be evaluated. At that point a referral is made and the process of identifying whether the student needs special education services begins. To make this determination, a psychologist will administer tests to determine the specific exceptionality and what services are needed to address it. Before the psychologist can make the evaluation, permission must be obtained from the student's parent (or legal guardian) to do the testing. A document called "**Permission to Evaluate**" must be produced and signed by the parent. When the **Permission to Evaluate** is signed, the district has 60 calendar days to complete the evaluation and move to the next step.

The evaluation by the psychologist results in a document called the **Evaluation Report** which documents the results of the test and identifies one of three possible outcomes:

- 1) The student does not have any identifiable exceptionality and is not eligible for special education services. If this is the case, no further action is required.
- 2) The student has some exceptionality, but special services are not necessary and the student is not eligible for special education services. If this is the case, no further action is required.
- 3) The student has some exceptionality and special services to address it are necessary and appropriate, so the student is eligible for special education services. If this is the case, the district must move forward with developing an **Individualized Educational Plan (IEP)** for the student.

Once the special education needs have been determined, a team of parents, teachers, counselors, and specialists (and possible others) will be invited to a meeting to develop the IEP. A formal **Meeting Invitation Letter** is generated and sent to the selected parent/guardians. The **Meeting Invitation Letter** specifies the details and goals of the meeting, which is to develop the student's IEP. Typically, there is extensive preparation done by the school district prior to a meeting with the parent since it would be nearly impossible to complete the specifics of the IEP during such a meeting in a reasonable amount of time. So, the goals of the meeting are usually to review the prep work and obtain agreement from all parties that the IEP contents and specially designed instruction is appropriate to meet the needs identified in the evaluation.

Once the IEP is approved and adopted, the district must provide services to implement the IEP. Monitoring must take place to assure that the IEP is effective. Progress reporting intervals are established in the IEP for each of the Goals that are defined. Progress reporting then becomes part of the IEP process for the school district.

To summarize, the steps necessary to have a student identified as needing special education are:

- 1) Identify that a need may exist.
- 2) Request and obtain permission to evaluate the student.



- 3) Do the evaluation and generate an evaluation report.
- 4) Gather the information necessary to develop the IPE (typically done in a multi-disciplinary team meeting).
- 5) Develop the IEP (if the evaluation indicated special services were needed).
- 6) Invite appropriate individuals to a meeting to review and adopt the IEP.
- 7) Implement the IEP and monitor the student's progress.
- 8) Reevaluate the student at the appropriate time and produce a reevaluation report.

The Sapphire Special Education / IEP writer software provides tools to assist with the production of necessary documents as required by current federal and state laws, develop the IEP for the student, track the student during his time in special education and produce required state and federal reports. The remainder of the document describes the software and the tools available in the program.



# The Special Education / IEP Writer Interface

When a user logs on to the SE/IEP they will always start at the Landing Page shown below.



This screen is divided into two sections. On the right side of the screen is the user News and Announcements section. Here K12 will display information about items that are **new** and items that are **coming soon**. On the left side of the screen are links to for quick access to commonly used screens.

Navigation in the SE/IEP software is always done through the items on the **yellow menu bar** and the **tool bar** below it. Moving the mouse over any menu item will produce a drop down from which you select the desired function. The tool bar has icons that provide access to various common functions. Hovering the mouse pointer on any tool icon will display a tool tip with the function of the icon. ALL NAVIGATION IN THE SOFTWARE SHOULD BE DONE VIA THE MENUS OR TOOLS. DO NOT USE THE BROWSER'S BACK AND FORWARD BUTTONS.

**Auto logout**. If the servers detect 1 hour of inactivity you will be automatically logged off the system. Activity is defined as any Save operation, navigating to a new screen through the menus, or changing tabs on a screen. If none of these have occurred for 1 hour, your session will time out.



## Accessing a Student's Records

Individual student records can be retrieved in several ways. These include:

- Selecting a student using the **Student Search** tool.
- Using the Advanced Student Search from the menu
- Using **Student History** from the menu (*see the section Looking at Student History*)

## Using the Student Search tool.

The Student Search Tool will be displayed anytime you are working on a document and when you attempt to open a document but have not yet designated a student. The tool will be displayed on the tool bar as **Find Student** 



This search function is very powerful and will help you quickly access the information with which you want to work. There are numerous ways that you can search for a particular student's record.

- Type a portion of the student's first or last name. The software will display a list of potential matches from which you can select the desired record by clicking on it.
- Begin typing the student ID or Student State ID. The software will display a list of potential matches from which you can select the desired record by clicking on it.
- Search by criteria:
  - Grade (gr)= *desired grade*: displays a list of students from the specified grade
  - Homeroom (hr)=*desired homeroom:* displays a list of students from the specified homeroom
  - First Name (fn) = *desired first name* displays a list of students with that first name
  - Last Name (ln) = *desired last name*. displays a list of students with that last name
  - ~ (sounds like) *desired sound of name* will look for names that sound like the string you enter

**Example**: I know the student's name sounds like "mic....something" but that's all I know. You can find students with that sound in their name by entering ~ mich (sounds like *mich* something)

• You can have the software display more results by indicating a skip value. **Example**: gr = 10 skip 20. This will skip the first 20 students in grade 10 and start displaying the list from there.

Notice that the names are color coded. Pink is female, blue is male. A greyed out line indicates the student is enrolled in a different building. If there is a line through the student's name it indicates he has withdrawn.



Last Name:	does	~	contain	~	
First Name:	does	~	contain	~	
Birth Date:	is	~			
Grade Level:					Any
Home Room:					Any
Contact Last Name:	does	~	contain	~	
Contact First Name:	does	~	contain	~	
IEP Filter:					O Any Student Students with IEP(s) O Students without IEP(s
Scope:					District O School
Gender:					⊙All ○ Male ○ Female
Maximum Results:					25 💌
					[Find] [Doost]

This screen provides fields for specifying search criteria. There are numerous options to allow specification of criteria to facilitate finding a student.



When student is selected, their name will always be displayed in the top section of the screen bracketed by a set of pointy braces (>> name <<). When you point to the name, the cursor changes to a hand. Clicking on the name will open a read only window from which you can quickly access much of the data recorded for the student in the SIS. This is the **Quick Lookup** function in SIS and is available from any screen that shows the student's name between braces. Clicking on the student name to launch the Quick Lookup will open the window shown below:

Quick Lookup - Thomas Shields (9999)		×
<u>Contacts</u>   <u>Grades</u>   <u>Schedule</u>   <u>Academic History</u>   <u>Infractions</u>   <u>Enro</u>	llment History   Attendance Summary   Test Scores	^
Contact Information Phone: 610-317-8653 Address:125 West Smith St Apartment 38 Bethlehem, PA 18016 Email: shields123@yahoo.com Contact List		
Shield, Harriet	Mother (Lives with Student)	
<b>Phone:</b> Phone: 671-345-6789 Work: 617-123-4567	Address: 125 West Smith St Apartment 3B Bethlehem, PA 18016	
Email: <u>harriet@isp.com</u>		
Fenstermacher, John	Father	
Phone:	Address: 111 Hirst St	
Email:	Eastern, FA	~

The screen gives access to the data as shown in the menu. The data is pulled from the Student Information System.



As stated, the initial step in the process is to make a referral indicating that a special need is suspected. This is done in the software by selecting **Main Menu > Student Referral** from the menu bar. (*It is assumed that users have had basic instruction on the Sapphire product and know how to use the search tool. Refer to the SIS Training Manual Overview and Demographics for more details*).

	tware	Student Referral K12 High School - 2006-2007	School: K12 High School User: smithp Year: 2006-2007	
Main Menu 🔻	Evaluations 🔻 IEP	▼ Additional Documents ▼ Reports	▼ Admin ▼	
à 🔒 🗟 🔇	🕽 🕤 🗙 Find Stu	ident:	<i>P</i>	
Thomas Shi	elds 9999			
Direct Referral Yes	5	Interpreter No	Homeroom A123	
Referral Source Te	eacher 💌	Referral Date 07/06/2009	Primary Language English	~
Select a Referral 🔤	<b>v</b>	Reason Newly Enrolled Student with Disability 💌	Home Language English	~
ACADEMIC AREAS	OF CONCERN			
Academic	Academic Concern Area 1	All >>           >>           <           <           <           <           <           <	Available Academic Concer Academic Concern Area 2 Academic Concern Area 3 Academic Concern Area 4	ns A
SOCIAL AREAS OF	CONCERN			
	Student Social Conce Social Concern Area 4	All >>	Available Social Concerns Social Concern Area 1 Social Concern Area 2 Social Concern Area 3	5
Social		< << All		~
Social PHYSICAL AREAS (	DF CONCERN	< << Al		<b>X</b>

Most of the fields on the top section are self explanatory and will be completed as appropriate. As is the case throughout the product, the contents of the various drop-down selections in a field are defined by a corresponding dictionary. Maintenance of the dictionaries to reflect the unique needs of the district is done through the Admin/Clip Text and Dictionaries/Dictionaries menu. The user must have appropriate security rights to modify these dictionaries.

The bottom section of the screen is partitioned into various areas of concern. The areas listed are determined by the contents of the **Areas of Concern** dictionary. Within each area are two columns. The left hand column lists student concerns. The right hand has a list of all available concerns as identified in the **Area of Concerns Codes** dictionary. To include an item from the Available Concerns in the list of Student Concerns either double click on the item or select an item or items and click on



the left pointing braces. (*To make multiple selections use the shift or control keys on a PC, or the cmd keys on a Mac*). To remove a concern from the Student's List you use the same process.

## **Producing the Permission to Evaluate Document**

The next step in the process is to produce a document requesting from the parent or guardian permission to evaluate the student. This is done by selecting **Evaluations>School Age>Permission to Evaluate**. Use the Student Search to select the student for whom the permission is being requested. After designating the student, the screen below is shown. There are five tabs on this screen.

## The Contacts Tab

Doftware	Permission to Evaluate K12 High School - 2009-2010	School: K12 High School User: smithp Year: 2009-2010
in Menu ▼ Evaluations ▼ IEP	P ▼ Additional Documents ▼ Repo	ts ⊽ Admin ⊽
Senevie Holohan (328) «		Enrolled - Gra
Genevie Holohan (328) «	STS AND ASSESSMENTS STAFF CONTACT	Enrolled - Gra
Genevie Holohan (328) « CONTACTS REASON REFERRED TE Evaluation Report: Create a new Ev	STS AND ASSESSMENTS STAFF CONTACT	Enrolled - Gra AND CONSENT EVALUATION LOG (pe: Select Evaluation Type 💌
Genevie Holohan (328) « CONTACTS REASON REFERRED TEX Evaluation Report: Create a new Ev Letter to Print: Permission to Evalu	STS AND ASSESSMENTS STAFF CONTACT valuation Report V Evaluation Ty vate Student V Standard	Enrolled - Gra AND CONSENT EVALUATION LOG (pe: Select Evaluation Type ) PA2 - PA Standard - July 2008 )

**Evaluation Report**: Select Create a New Evaluation Report to create a new letter. (*To reprint a previous letter or change the data on any fields of a prior report, select the appropriate report from the drop down list*)

**Evaluation Type**: Choose Initial Evaluation.

Letter to Print: Select Permission to Evaluate Student (the default).

**Standard**: Specify which of the available state standards will be used. You will always want to use the most current standard.

**Send Letter To**: Check the individuals to whom the letter will be addressed. The list of contacts is taken from the Contacts list for a student as defined in the SIS demographics.



Genevie Holohan (328) «	Enrolled - Grade: 12
CONTACTS REASON REFERRED TESTS AND ASSESSMENTS	STAFF CONTACT AND CONSENT EVALUATION LOG
Evaluation Report: Create a new Evaluation Report 💌	Evaluation Type: Select Evaluation Type 💌
Your child has been referred for evaluation for the fo	llowing reason(s):
<ul> <li>3 Year Mandate/Routine</li> <li>2 Year Mandate/Routine</li> <li>Additional Assessment Needed</li> <li>Newly Enrolled Student with Disability</li> <li>MDT Meeting Requested</li> <li>Other</li> </ul>	
	OR
We are planning to reevaluate your child for the follo	wing reason(s):
The IEP team has reviewed existing evaluation data co	oncerning your child and made the recommendation that there
is a need for more information about your child. Additi	onal information needed includes:
□ Parent request for evaluation.	
Other (Please Specify):	
	OR
The LEA is recommending that a reevaluation is unn	ecessary at this time because:

This Screen is multi-functional and is partitioned into three sections specifying one of three actions. These actions are:

Planning to evaluate the child and the reason (*Reason lists is maintained in the Referral Reasons Dictionary*).

OR

Planning to reevaluate the child and reasons

OR

Recommending that a reevaluation is not needed and why.

Check the appropriate box. If necessary, enter the text to document the reason by clicking on the edit icon on the right of the text box. This will open the rich text editor (see the section Using the Rich Text Editor for more information). *Directions on using the editor are in the section titled Using the Rich Text Editor*.



## The Tests and Assessments Tab

enevie Holohan (328) «			Enrolled - Grade:
CONTACTS REASON REFERRED TEST	AND ASSESSMENTS	STAFF CONTACT AND CONSENT	EVALUATION LOG
valuation Report: Create a new Evalu	uation Report 💌	Evaluation Type: Select Eve	aluation Type 🔽
he evaluation will utilize the follow	ing tests and pro	cedures:	
Tests and Assessments	Assessor		
E Functional Behavior Assessment		*	
Reading and Math Assessments		*	
<ul> <li>Reading and Math Assessments</li> <li>Gifted Behavior Rating Form</li> </ul>		<u>▼</u>	

Specify the type of tests and assessments that will be used and identify the person or agency (assessor) who will administer the test. (*The list of tests is stored in the Test Types dictionary*. *The assessor's names are stored in the Roles dictionary*)

## The Staff Contact and Consent Tab

Senevie Holoha	n (328) « Er	rolled - Grade
CONTACTS REASO	N REFERRED TESTS AND ASSESSMENTS STAFF CONTACT AND CONSENT EVALUA	TION LOG
Evaluation Report	: Create a new Evaluation Report 💌 Evaluation Type: Select Evaluation Ty	pe 💙
Dates and Staff Co	ontacts:	
School Contact:	Howe, Howe	
Contact Position:	School Psychologist	
Contact Phone:	570-223-0765	
Contact Email:	jhoweD@k12.com	
Permission Sent:		
Received Consent		
Other Comments:		

Complete the fields as appropriate. The **School Contact** field is a search field, so typing a name will begin a search for names (similar to the student search). The names which are searched are individuals who are identified as staff in the SIS.

**NOTE:** The district (and user) can specify default values that should be used in the School Contact field by specifying these defaults using **Admin>Options>District Options**. See the section titled **Setting District and User Options** for details

The **Contact Position** field is a drop down list and is **NOT** tied to the School Contact field above. (*This is because the contact may have multiple positions in the district and the software has no way to know what position is appropriate for the specific case*)



Be sure to complete the **Permission Sent** field with the date the permission to evaluate letter is sent. Return to this tab to complete date in the **Received Consent** field when the parent/guardian responds with permission to evaluate. (*The date entered here will be recorded and will display in the Student History in the Evaluation History tab.* **This date is also the basis from which the due date by which the district must submit the evaluation report to the parents is determined**).

You may add any **Other Comments** relative to the letter by clicking on the edit icon (on the right) to open the rich text editor. *Directions on using the editor are in the section titled Using the Rich Text Editor*.

## **Evaluation Log Tab**

Doftware	Permission to Evaluate K12 High School - 2009-2010		School: <b>K12 High School</b> User: <b>smithp</b> Year: <b>2009-2010</b>	
Main Menu 🔻 🛛 Evaluations 👻 🛛 IEP		▼ Admin	▽	
📔 🗟 🧿 🌔 🗙 Find Stu	ıdent:	$\square \rho$		
Genevie Holohan (328) «			Enrolled - Gra	de: 12
CONTACTS REASON REFERRED TES	STS AND ASSESSMENTS STAFF CONTACT AND	CONSENT	EVALUATION LOG	
CONTACTS REASON REFERRED TES Evaluation Report: Create a new Eva	STS AND ASSESSMENTS         STAFF CONTACT AND           valuation Report         Evaluation Type:	CONSENT	evaluation log	
CONTACTS REASON REFERRED TES Evaluation Report: Create a new Eva Evaluation Log:	STS AND ASSESSMENTS         STAFF CONTACT AND           valuation Report         Evaluation Type:	CONSENT	EVALUATION LOG	
CONTACTS REASON REFERRED TES Evaluation Report: Create a new Evaluation Log:	STS AND ASSESSMENTS         STAFF CONTACT AND           /aluation Report         Evaluation Type:	CONSENT	evaluation log	
CONTACTS         REASON REFERRED         TES           Evaluation Report:         Create a new Evaluation Log:         Image: Compare the second sec	STS AND ASSESSMENTS STAFF CONTACT AND raluation Report · Evaluation Type:	CONSENT	EVALUATION LOG	
CONTACTS     REASON REFERRED     TES       Evaluation Report:     Create a new Evaluation Log:	STS AND ASSESSMENTS STAFF CONTACT AND raluation Report	CONSENT	evaluation Log Jation Type 💌	
CONTACTS     REASON REFERRED     TES       Evaluation Report:     Create a new Evaluation Log:	STS AND ASSESSMENTS STAFF CONTACT AND raluation Report	CONSENT	evaluation log Jation Type 💌	
CONTACTS     REASON REFERRED     TES       Evaluation Report:     Create a new Evaluation Log:	sts and assessments     staff contact and report valuation Report valuation Type:	CONSENT	evaluation log Jation Type 💌	
CONTACTS     REASON REFERRED     TES       Evaluation Report:     Create a new Evaluation Log:	aluation Report	CONSENT	evaluation log	
CONTACTS     REASON REFERRED     TES       Evaluation Report:     Create a new Ev.       Evaluation Log:	STAFF CONTACT AND       raluation Report    Evaluation Type:	CONSENT Select Evalu	evaluation Log Jation Type 💌	

#### **Printing the Permission to Evaluate Letter**

When all tabs are completed, **save the record**. To print a copy of the letter, click on the printer icon in the tool bar. A document will be prepared and downloaded as a pdf. Depending on your browser settings the document will either open directly, or you will be given a choice of how to handle the file.

This completes step 2 in the process: Request and obtain permission to evaluate the student.



Parent Requested Evaluation: - Evaluation Request Form

Select **Evaluations > School Age > Permission to Evaluate** from the main menu.

enevie Holonan	(328) «			Enrolled
ONTACTS REASON	REFERRED TESTS AND	ASSESSMENTS STAFF C	CONTACT AND CONSENT	EVALUATION LOG
aluation Report:	Create a new Evaluation	Report 🛩 🛛 Evalu:	ation Type: Select Eve	aluation Type 💌
etter to Print: Pa	rent Requested - Permissi	ion to Evaluate 💌 St	tandard: PA2 - PA Stan	ıdard - July 2008 💌
end Letter To: 🔲	Mailing Address: Gen	evie Holohan (Lives with)		
	Mother: Mary Holohan	(Lives with)		
	Eathor: Milliam Halahy			

In the Letter to Print field select **Parent Requested – Permission to Evaluate** 

You will only need to fill out the Contacts tab and the Staff Contact and Consent tab in order to print the letter. The other tabs do not apply to the preparation of this document. See the section above for details on these tabs.

## **Parent Requested Evaluation: - Reevaluation Request Form**

Select **Evaluations > School Age > Permission to Evaluate** from the main menu.

uation Report:       Create a new Evaluation Report       Evaluation Type:       Select Evaluation Type          er to Print:       Parent Requested - Permission to Reevaluate       Standard:       PA2 - PA Standard - July 2008          d Letter To:       Mailing Address:       Genevie Holohar Lives with)	ACTS REASON REFERRED TESTS AND ASSESSM	INTERNATION LOG
er to Print: Parent Requested - Permission to Reevaluate V Standard: PA2 - PA Standard - July 2008 V d Letter To: D Mailing Address: Genevie Holohan Lives with)	ation Report: Create a new Evaluation Report 🕑	Evaluation Type: Select Evaluation Type 🕑
d Letter To: Address: Genevie Holohan Lives with	to Print: Parent Requested - Permission to Ree	valuate 👻 Standard: PA2 - PA Standard - July 2008 👻
	Letter To: 🗌 Mailing Address: Genevie Hold	Dhan Lives with)
🔲 Mother: Mary Holohan (Lives with)	Mother: Mary Holohan (Lives with)	) \

In the Letter to Print field select **Parent Requested – Permission to Reevaluate**.

You will only need to fill out the Contacts tab and the Staff Contact and Consent tab in order to print the letter. The other tabs do not apply to the preparation of this document. See the section above for details on these tabs.



# **Producing the Initial Evaluation Report**

The evaluation report is typically filled out by the school psychologist. To access the **Evaluation** screen select **Evaluations> School Age>Initial Evaluation**.

## The Demographics tab

	<b>Special Education and I</b>	EP Writer
Doftware	Evaluation K12 High School - 2009-2010	School: K12 High School User: smithp Year: 2009-2010
Main Menu 🔻 🛛 Evaluations 🔻	IEP 🔻 Additional Documents 👻 Repo	orts ⊽ Admin ⊽
<u>}</u>              ≥   ⊖   ⊖   ×	Find Student:	<i>P</i>
Genevie Holohan (328)		Evaluation No: 1 PA2 🔒
DEMOGRAPHICS PARTICIPANTS	REASONS SOURCES CONDITIONS/FACTORS	FINDINGS/RESULTS CONCLUSIONS SLD 1-5
SLD 6-10 SUPPORTING DOCUMENTS		
Student Demographics	Show Student Demographics	
Current Educational Program		
Other Demographic Data		2
MA # Date r	if Report	Provided to Parent

The first tab on the Evaluation screen is the Demographics tab. The **Show Student Demographics** button is a toggle. Clicking it will display (read only) demographic data from the SIS. Clicking the button again will hide the data.

The fields **Current Educational Program** and **Other Demographic Data** provide space to type whatever information is appropriate. To enter or edit the information, click on the Edit icon on the right or by double clicking in the field. This will open the rich text editor. (*Refer to the section Using the Rich Text Editor for more information on the features available.*)

The MA# field is Medicaid number

Complete the **Date of Report** and **Date Report was Provided to Parent** fields as needed.



# The Participants tab

DEMOGRAPHICS PARTICIPANTS REA	SONS SOURCES CONDITIONS/F/	ACTORS FINDINGS/RESULT	S CONCLUSIONS SLD 1-6
SLD 6-10 SUPPORTING DOCUMENTS			
TUDENT CONTACTS			
	Role	Agrees w/ Assess?	
		▼ ▼ ▼ ▼	
		× ×	
TAFF MEMBERS			Agrees w/
Role	Na	me	Assess? Sequenc
	✓ ×		×
	✓ ×		×
	✓ ×		<b>~</b>
	× ×		×

This tab provides fields to record who participated in the evaluation and whether or not each agrees with the evaluation.

The **Student Contacts** section records which of the student's contacts participated in the evaluation. There will be one line for each person in the student contacts in the SIS. For each contact, indicate if they agree with the Assessment by choosing Yes or No from the drop down list. in the **Agrees w**/ **Assess** field. The **Sequence** field records the order in which the names should appear on reports. Enter an integer (ie 1, 2, 3...).

The **Staff Members** and associated **Name** fields records which staff members participated in the evaluation. The values in the drop down list are contained in the **Roles** dictionary. Select the appropriate role. The **Name** field is a search box and works like the Student Search tool. The names that are returned are selected from those individuals identified as staff in the SIS...Select the appropriate name from the results of the search. For each staff member, indicate if they agree with the Assessment by choosing Yes or No from the drop down list. in the **Agrees w/ Assess** field. The **Sequence** field records the order in which the names should appear on reports. Enter an integer (ie 1, 2, 3)

The **Other Attendees** and associated **Name** fields records any other participants. The values in the drop down list are contained in the **Roles** dictionary as above. The difference between this section and the Staff Members section is that these individuals are NOT staff members. The name field is simply a text entry field rather than a search box. For each attendee, indicate if they agree with the Assessment by choosing Yes or No from the drop down list. in the **Agrees w/ Assess** field. The **Sequence** field records the order in which the names should appear on reports. Enter an integer (ie 1, 2, 3...)



Administrative Software Solutions To remove an individual from the list of participants, click on the Delete icon (the red X). The Name will go to a blank as soon as you click delete. When the screen is saved, both the Role will be removed from the list as well, effectively removing the entire line.

# The Reasons tab

Genevie Holohan (328)			Evalu	uation No: 1	PA2 🔓
DEMOGRAPHICS PARTICIPANTS	REASONS SOURCES	CONDITIONS/FACTORS	FINDINGS/RESULTS	CONCLUSIONS	SLD 1-5
SLD 6-10 SUPPORTING DOCUMEN	<mark>тѕ</mark>				
Reasons for Referral					
	🗆 3 Year M	andate/Routine			
	🗖 2 Year M	andate/Routine			
	Additiona 🗌 Newly En	al Assessment Needed vrolled Student with Disa	ability		
		eting Requested	alonity		
	🗆 Other				

This screen is self explanatory. Check the appropriate reason. If the "Other" box is checked, the user will be provided with an area to explain the Other Reason(s) for Referral.



Genevie Holohan (328) Evaluation No: 1 PA2	2
DEMOGRAPHICS PARTICIPANTS REASONS SOURCES CONDITIONS/FACTORS FINDINGS/RESULTS CONCLUSIONS SLD 1	-5
SLD 6-10 SUPPORTING DOCUMENTS	
Evaluations and information provided by the parents of the student (or documentation of LEA's attempts to obtain parent input):	2
Observations - Include teacher observations and observations by related services providers, when appropriate:	
Recommendations by teachers:	

This screen provides text areas for entry. Click the edit icon on the right or double click in the field to open the rich text editor (see the section Using the Rich Text Editor for more information).



# The Conditions/Factors tab

Genevie Holohan (328) Evaluation No: 1 PA2	3
DEMOGRAPHICS PARTICIPANTS REASONS SOURCES CONDITIONS/FACTORS FINDINGS/RESULTS CONCLUSIONS SLD	1-5
SLD 6-10 SUPPORTING DOCUMENTS	
IF AN ASSESSMENT IS NOT CONDUCTED UNDER STANDARD CONDITIONS, DESCRIBE THE EXTENT TO WHICH IT VARIED FROM STANDARD CONDITIONS (including if the assessment was given in student's native language or other mode of communication):	
DETERMINING FACTORS - A student must not be found to be eligible for special education and related services if the determining factor for the student's disability is any of those listed below. Respond Yes or No to, and provide evidence for, each determining factor:	
Lack of appropriate instruction in reading, including the essential components of reading instruction. Provide evidence: ○Yes ☉No	
Lack of appropriate instruction in math.	
Provide evidence: ∪Yes ⊗No	

This screen provides text fields to record data as needed. Click the edit icon on the right or double click in the field to open the rich text editor (see the section Using the Rich Text Editor for more information)



Genevie Holohan (328)	E	valuatio	n No: 1 PA2	6
DEMOGRAPHICS PARTICIPANTS REASONS SOURCES CONDITIONS/FACTORS FIN	DINGS/RESUL	TS CON	CLUSIONS SL	D 1-5
SLD 6-10 SUPPORTING DOCUMENTS				
PRESENT LEVELS OF ACADEMIC ACHIEVEMENT - Describe the student's present levels, st when appropriate. Include communicative status, motor abilities, and transitions needs as English proficiency (LEP), include current level(s) of English language proficiency in readi understanding/listening:	rengths, and s appropriat ing, writing,	the resulti e. For stude speaking a	ing academic n ents with limite and	eeds, d
PRESENT LEVELS OF FUNCTIONAL PERFORMANCE - Describe the student's present levels developmental needs, when appropriate:	s, strengths a	and the res	ulting functiona	l and
BEHAVIORAL INFORMATION - Include social and emotional status and behavioral strengt	hs and need	s, when ap	propriate:	
SPECIAL CONSIDERATIONS THE IEP TEAM MUST CONSIDER: Is the student blind or visually impaired?		O No	N/A	
Is the student band of violating impanded?	O Yes	O No	⊙ N/A	
Does the student have communication needs?	O Yes	O No	N/A	
Does the student need assistive technology devices and/or services?	O Yes	O No	⊙ N/A	
Does the student have limited English proficiency?	O Yes	O No	⊙ N/A	
Does the student exhibit behaviors that impede his/her learning or that of others?	O Yes	O No	⊙ N/A	

This screen provides text fields to record data as needed. Click the edit icon on the right or double click in the field to open the rich text editor (see the section Using the Rich Text Editor for more information). (Screen shown only partially above)



Genevie Hol	ohan (328)					Eval	uation No:	1 раз 🔒 🗋
DEMOGRAPHICS	PARTICIPANTS F	REASONS	SOURCES	CONDITIONS/FACT	DRS FIN	IDINGS/RESULTS	CONCLUSIO	NS SLD 1-5
SLD 6-10 SUPP	ORTING DOCUMENTS							
CONCLUSIONS - I	Determination of Elig	jibility and	l Educationa	I Needs:				
<ul> <li>The studen</li> <li>OR</li> <li>The studen education</li> <li>OR</li> </ul>	nt does not have a di nt has a disability bu	isability ar t does not	nd therefore need specia	is NOT ELIGIBLE for ally designed instruc	special e tion, and	education. therefore is NO	T ELIGIBLE for	special
<ul> <li>The studer</li> <li>1. Display="block"&gt;1. Display="block"</li> <li>2. R</li> <li>er</li> <li>m</li> </ul>	nt has a disability AN isability Category Primary Category Additional Categor Additional Categor Additional Categor ecommendations for ducation curriculum reasurable annual go	ID is in new ry ry considera (including pals, speci	ed of special ntion by the l special con ally-designe	Ily designed instruct	ion, and t he studer eam mus ipplemen	therefore IS ELI nt to participate t consider befor tary aids and se	GIBLE for speci as appropriate e developing t rvices):	ial education. in the general he IEP,
Document Statu	IS: Working Copy 💙	7		Prin	t Status:	Draft Version 💌		

This screen records the conclusion resulting from the evaluation. **Only one of the three possible conclusions will apply**. Indicate the appropriate selection. If the choice is the third, complete items 1 and 2 as needed.

# Recording the Status of the Report.

At the bottom of the screen are two boxes that record the status of the evaluation. The **Document Status** records the current state of the document. The choices are **Working Copy** or **Finalized**. Selecting Finalized flags the evaluation report as read only. No changes to the document can then be made unless the user has been granted the rights to do so. The **Print Status** determines what text will be printed in the footer of the document when it is printed. The choices are Draft Version or Final Version.



# SLD 1-5 / SDL 6-10 tabs (Specific Learning Disability 1-5 and 6-10)

Gen	evie Hol	ohan (328 <u>)</u>				Evalu	ation No <u>: 1</u>	PA2 🗯
DEMO	GRAPHICS	PARTICIPANTS	REASONS	SOURCES	CONDITIONS/FACTORS	FINDINGS/RESULTS	CONCLUSIONS	SLD 1-5
SLD 6	-10 SUPP	ORTING DOCUMEN	тs					
		DET	ERMINAT		SPECIFIC LEARN	NG DISABILIT	Y	
The llow tate- cpres	student doo ing areas w approved gi ssion, basic g:	es not achieve ad hen provided wit rade level standa reading skill, rea	equately for t h learning ex rds and level ding fluency	the student's periences a of English la skills, readin	s age or meet State-appro ind scientifically based in anguage proficiency: ora ng comprehension, math	oved grade-level stan struction appropriate l expression, listening ematics calculation, a	dards in one or r for the student's g comprehension and mathematics	nore of the age or n, written problem-
Che	ck below to esponse to	identify the proc Scientific Researc	ess(es) used t ch-Based Inte	o determine rvention (Rt	e eligibility. I). Document these criter	ia:		
Che R TI ai co	eck below to esponse to he student o reas: oral ex omprehensi	identify the proc Scientific Resear loes not make su (pression, listenin on, mathematics	ess(es) used t ch-Based Inte fficient progra 1g comprehen calculation, a	o determine rvention (Rt ess to meet a nsion, writte and mathem	e eligibility. I). Document these criter age or State-approved gr n expression, basic read atics problem-solving:	ia: ade-level standards in ing skill, reading fluer	n one or more of ncy skills, readin	these g
. Che R TI ai co	eck below to esponse to he student c reas: oral e omprehensi	identify the proc Scientific Researd loes not make su opression, listenin on, mathematics	ess(es) used t ch-Based Inte flicient progra 1g comprehen calculation, a	o determine rvention (Rtl ess to meet a ision, writte ind mathem	e eligibility. I). Document these criter age or State-approved gr n expression, basic read atics problem-solving:	ia: ade-level standards in ing skill, reading fluei	n one or more of ncy skills, readin	these g
Che Ri Ti ai cc	eck below to esponse to he student c reas: oral ex omprehensi evere Discre	identify the proc Scientific Researd loes not make sur (pression, listenin on, mathematics epancy between	ess(es) used t ch-Based Inte fficient progre ng comprehen calculation, a Intellectual A	o determine rvention (Rtl ess to meet a ision, writte ind mathem billity and Ad	e eligibility. 1). Document these criter age or State-approved gr n expression, basic read atics problem-solving: chievement. Document t	ia: ade-level standards in ing skill, reading fluer nese criteria:	n one or more of ncy skills, readin	these g
Che R TI au ca S TI	eck below to esponse to he student c reas: oral ex omprehensi evere Discro he student e itellectual d	identify the proc Scientific Researd loes not make sur (pression, listenin on, mathematics epancy between exhibits a pattern evelopment:	ess(es) used t ch-Based Inte fficient progre ng comprehen calculation, a calculation, a ntellectual A of strengths a	o determine rvention (Rtl ess to meet a nsion, writte nd mathem bility and Ad nd weaknes	e eligibility. 1). Document these criter age or State-approved gr n expression, basic read atics problem-solving: chievement. Document tl sses in performance, ach	ia: ade-level standards ir ing skill, reading fluer hese criteria: ievement or both rela	n one or more of ncy skills, readin ntive to age, stan	these g dards or

These two tabs provide fields to document the determination of the student's specific learning disability. **There are 10 total fields, 5 on each tab**. Complete these fields as needed by clicking on the edit icon or double click in the field to open the rich text editor (see the section Using the Rich Text Editor for more information).

Be sure to save the Evaluation Report by clicking on the Save icon

## Supporting Documents Tab.

Refer to the section **Attaching Ancillary Documents to Special Ed Documents** for details on using this tab.

#### **Printing the Initial Evaluation Report**

Be sure the Evaluation Report is saved. To print the evaluation report, click on the Print icon while the Evaluation Report screen is open. (*If the initial evaluation is not open, select Evaluations> School Age>Initial Evaluation and select the student*). This will produce a PDF. How the PDF is handled depends on the browser.



As is the case with an initial evaluation, the reevaluation process begins by notifying the parent/guardian of the intent to reevaluate the student and obtaining permission to do the reevaluation. Once the permission has been obtained, you can move forward and do the reevaluation report.

Naturally, before a re-evaluation can be done, an initial evaluation must have been completed. At the present time there is no mechanism in the software to prevent an attempt to do a re-evaluation when an initial evaluation does not exist. It is the user's responsibility to complete the steps logically.

## Producing the permission to reevaluate letter.

Select **Evaluations>School Age>Permission to Evaluate.** This will display the Permission to Evaluate screen.

annhire	<b>Special Education a</b>	nd IEP Writer	and the second beauty with
Doftware	Permission to Eva K12 High School - 2009-	Luate School: K12 H 2010 User: smith Year: 2009-	ligh School 1p 2010
Main Menu 🔻 🛛 Evaluations 🔻	IEP 🔻 Additional Documents 🔻	Reports 🗢 Admin 🗢	
) 🛃 🗟 🤤 🔀 Fin	d Student:	<i>P</i>	
Genevie Holohan (328) «		Enroli	led - Grade: 12
Genevie Holohan (328) « Contacts Reason Referred	TESTS AND ASSESSMENTS STAFF CO	Enroll	led - Grade: 12
Genevie Holohan (328) « <u> contacts</u> Evaluation Report: <u>Create a ne</u>	TESTS AND ASSESSMENTS STAFF CO W Evaluation Report S Evaluat	Enroll ITACT AND CONSENT EVALUATION On Type: Reevaluation	led - Grade: 12
Genevie Holohan (328) « CONTACTS REASON REFERRED Evaluation Report: Create a ne Letter to Print: Permission to F	TESTS AND ASSESSMENTS STAFF CO W Evaluation Report Content State Reevaluate Student State	Enroll	led - Grade: 12

This is the same screen displayed when doing an initial evaluation. There are two fields that need to be set to designate this is a reevaluation. These are:

**Evaluation Type**: Select Reevaluation Letter to Print: Select Permission to Reevaluate

The remaining tabs are the same as those on the initial evaluation. The difference will be in the letter that is produced.



Select **Evaluations>School Age>Reevaluation** from the menu. This displays the Revaluation screen shown below. It will open on the Demographics tab.

	ecial Education and IEP	Writer
Doftware	Reevaluation K12 High School - 2009-2010	School: <b>K12 High School</b> User: <b>smithp</b> Year: <b>2009-2010</b>
Main Menu 🔻 Evaluations 🔻 IEP	▼ Additional Documents ▼ Reports ▼	Admin 🔻
🗋 🖥 🗟 📚 🕝 🌍 🗙 Fi	nd Student:	<i>P</i> I
Dino R. Flintstone (93023)		
DEMOGRAPHICS PARTICIPANTS SUMM	IARY INFO DETERM. FACTORS CONCLUSIONS	SLD 1-5 SLD 6-10
SUPPORTING DOCUMENTS		
Student Demographics	Show Student Demographics	
Current Educational Program		
Other Demographic Data		
MA #	e of Report: 🛛 🧗 Date Report was	Provided to Parent:
IVIA # Date		
Date Evicting Evaluation Deviewed:		

The screens on the reevaluation will be filled out similar to those on the initial evaluation. The fields on each tab should be completed as needed.

## The Demographics tab.

(see above)

This tab displays the same fields as on the initial evaluation. There is an additional field to record the Date the Existing Evaluation was reviewed

#### The Participants tab

This is the same as the fields on the initial evaluation

## The Summary Info tab

Provides Rich Text Editor fields for entering appropriate text.



oftware	Reevaluatio K12 High School - 200	School: K12 High           09-2010         User: smithp           Year: 2009-201         Year: 2009-201	n School 10
Main Menu 🔻 Evaluations	▽ IEP ▽ Additional Documents ▽	Reports 🗢 Admin 🔻	
Image: A state of the state	Find Student:	<i>P</i>	
Thomas Shields (9999	)		
DEMOGRAPHICS PARTICIPA	NTS SUMMARY INFO DETERM. FACTORS	CONCLUSIONS SLD 1-5 SLD 6-10	
SUPPORTING DOCUMENTS			
DETERMINING FACTORS - A stu factor for the student's disabilit factor:	udent must not be found to be eligible for spe ty is any of those listed below. Respond Yes (	ecial education and related services if the or No to, and provide evidence for, each d	determining letermining
DETERMINING FACTORS - A stu factor for the student's disabilit factor: Lack of appropriate instruction Provide evidence: ③Yes ○N	udent must not be found to be eligible for spe ty is any of those listed below. Respond Yes n in reading, including the essential compone No	ecial education and related services if the or No to, and provide evidence for, each d ents of reading instruction.	determining letermining
DETERMINING FACTORS - A stu factor for the student's disabilit factor: Lack of appropriate instruction Provide evidence: • Yes • N Determ. Factors Tab	udent must not be found to be eligible for spe ty is any of those listed below. Respond Yes n in reading, including the essential compone No	ecial education and related services if the or No to, and provide evidence for, each d ents of reading instruction.	determining letermining
DETERMINING FACTORS - A stu factor for the student's disabilit factor: Lack of appropriate instruction Provide evidence: OYes ON Determ. Factors Tab	udent must not be found to be eligible for spe ty is any of those listed below. Respond Yes n in reading, including the essential compone No	ecial education and related services if the or No to, and provide evidence for, each d ents of reading instruction.	determining letermining
DETERMINING FACTORS - A stu factor for the student's disabilit factor: Lack of appropriate instruction Provide evidence: • Yes   N Determ. Factors Tab	udent must not be found to be eligible for spe ty is any of those listed below. Respond Yes n in reading, including the essential compone No	ecial education and related services if the or No to, and provide evidence for, each d ents of reading instruction.	determining letermining

Answer the Yes/No questions and enter documenting information in each Rich Text Editor field as needed.

#### The Conclusions tab

This tab allows the user to specify the results of the reevaluation. Complete the fields as appropriate. **Recording the Status of the Evaluation Report** 

At the bottom of the screen are two fields that record the status of the evaluation. The **Document Status** records the current state of the document. The choices are **Working Copy** or **Finalized**. Selecting Finalized flags the evaluation report as read only. No changes to the document can then be made unless the user has been granted the rights to do so. The **Print Status** determines what text will be printed in the footer of the document when it is printed. The choices are **Draft Version** or **Final Version**.

## The SLD tabs

Same as in the initial evaluation



Technically the next step would be to invite parents and other parties to an **IEP Review meeting**, which would indicate that the next step in the software is to prepare the IEP Meeting Invitation. The ostensible purpose of this IEP Review meeting is the **development** of the student's IEP. . In theory, the IEP should be developed during the IEP Review Meeting.

However, it is common to have at least a partially completed the IEP so that there is something to discuss during the meeting. For this reason, it is likely that in practice, the next step will be to complete the IEP Review screens. Once the IEP is at least partially developed, the invitation to attend the IEP review meeting can be done. However, using the screens can be completed in either order.

## **Creating a New IEP**

To develop a new IEP, select **IEP>School Age>IEP Review.** Select the student to work with using the Student Search. If the student does not have an IEP, a message will be displayed stating that (shown below)

The pa	ge at https://sapphire.k12system.co	×
1	No IEP exist for student 334. (b)	
	ОК	

Click OK to continue. The screen shown below will be displayed. To create a new IEP, click the New icon Respond to the resulting dialog by clicking OK.

oftware	IEP Review K12 High School - 2006-2007	School: K12 High School User: smithp Year: 2006-2007
Main Menu 👻 Evaluations 🔻 IEI	P 🔻 Additional Documents 👻 Reports 🔻	Admin 🗢
] 🗟 📚 🕒 🔁 🗡 🗉	ind Student:	<i>P</i>
	This student does not have an IEP.	
	The page at https://sapphire.k12system.co	



This will open the screens on which you will record the details of the IEP. Working with an Existing IEP

Select **IEP>School Age>IEP Review** and select a student using the search tool. If an IEP for this student exists, it will be opened. If more than one IEP exists for the student, the most recent will open.

To work with an IEP other than the most recent select **Main Menu>Student History.** Click on the IEP History tab. Double click on the IEP with which you wish to work.

2	oftwa			<b>S</b> K12	Stud High	ent Histo School - 2009	ry -2010			School: K12 High Scl User: smithp Year: 2009-2010	hool
Main Me	enu <del>⊽</del> Eva	aluations 🔻	IEP ▽	Additi	ional Do	ocuments 🔻	Repo	rts ⊽	Admin	▽	
		🕽 🗙 ғ	ind Student:						Ø		
» Sara	Angeligu	e Alberts (	(10001) «								
" Our	. Angenqu		10001) **								
IERS					тасто				CIERE		
IEPS	EVALUATIO	INS REFERR	ALS STUDE	ENT CON	TACTS	GIFTED WR	ITTEN R	EPORTS	GIEPS		
		ONS REFERR	ALS STUDE	ENT CON	TACTS	GIFTED WR	ITTEN R	EPORTS	GIEPS		
IEPS IEP His IEP No.	story	IEP End Date	ALS STUDE	ENT CON	TACTS	GIFTED WR	Copy	EPORTS	GIEPS		
IEPS IEP His IEP No. 17	story IEP Start Date	IEP End Date	ALS STUDE Grade Level	ENT CON	STD	GIFTED WR	Copy	EPORTS	GIEPS		
IEPS IEP His IEP No. 17	story IEP Start Date 11/27/2009	IEP End Date	ALS STUDE Grade Level 10	Status	STD PA2	GIFTED WR Evaluation No O	Copy	EPORTS	GIEPS		
IEPS IEP His IEP No. 17 16	EVALUATIO story IEP Start Date 11/27/2009	IEP End Date	ALS STUDE Grade Level 10 KP	Status	STD PA2 PA2	GIFTED WR		EPORTS	GIEPS		
IEP His IEP No. 17 16	EVALUATIO	IEP End Date           11/29/2010	ALS STUDE Grade Level 10 KP	Status	STD PA2 PA2	Evaluation No		EPORTS	GIEPS		
IEP His IEP No. 17 16 15	EVALUATIO story IEP Start Date 11/27/2009 10/27/2009	IEP End Date           11/29/2010           10/26/2010	Grade Level 10 KP 09	Status	STD PA2 PA2 PA2 PA2	Evaluation No 0 0 0 0 0	Copy	EPORTS	GIEPS		
IEP His IEP No. 17 16 15 14	EVALUATIO	IEP End Date           11/29/2010           10/26/2010           10/10/2009	Grade Level 10 KP 09 KF	Status	STD PA2 PA2 PA2 PA2 PA2	Evaluation No O O O O O O O O O O O O O O O O O O O	Copy	EPORTS	GIEPS		
<b>IEP His</b> <b>IEP No.</b> 17 16 15 14	EVALUATIO	IEP End Date           11/29/2010           10/26/2010           10/10/2009	ALS STUDE	Status	STD PA2 PA2 PA2 PA2 PA2	Evaluation No C C C C C C C C C C C C C C C C C C C	Copy	EPORTS	GIEPS		

## Developing a New IEP by Modifying an existing IEP

It is common to need to develop a new IEP based on an existing one. On the Student's IEP History there is an icon on each line to copy the IEP. Clicking that icon will display a prompt asking if you wish to make a copy of the IEP. Click OK. The copy will then become the most recent IEP, so to modify it, return to **IEP>School Age>IEP Review.** The copy will then open and can be modified as needed.



When an IEP opens you will be at the General tab as shown below. Completing the IEP requires that you visit each tab and complete any applicable fields.

» Genevie Holohan (328) «		IEP: 1 PA2	
GENERAL PARTICIPANTS SPECIAL	CONSIDERATIONS PRESENT LEVELS TRANSITION SERVICES ASSESSMENTS		
GOALS & OBJECTIVES SERVICES	EDUCATIONAL PLACEMENT SUPPORTING DOCUMENTS		
	Student Demographics		
	IEP Information		
Student Grade Level:	09 (at start of this IEP)		
IEP Meeting Date:	12/04/2009		
Current/Revised IEP Date:			
IEP Start Date:	12/07/2009		
IEP End Date:	12/07/2010		
Anticipated Year of Graduation:	2012 V		
Document Status:	Working Copy 🖌		
Print Status:	Draft Version 👻		
10-Day Waiver?:			
Other Information:			
		2	
	IEP Revision Information		
	Show IEP Bevicien Information		
			2

## The General tab

The first fields on this screen are for date information and are self explanatory. Enter the appropriate dates in the fields provided. If dates are not known it is OK to leave them blank and fill them in later.

The **Document Status** field indicates the status of the IEP. The choices are Working Copy or Finalized. If the status is se to Finalized, it is read only and can not be modified. If the status is Working Copy it can be edited. The ability to alter the IEP Status is controlled by a security right. Only users with the authority to do so can make changes to this field. This field would be set to "Finalized" once the IEP has been completed and approved so that it can not be altered without proper authority to make an change. The **Print Status** field specifies the text (Draft Version or Final Version) that will be printed in the footer of the document

The **Grade Book Visible** checkbox determines whether or not the IEP can be opened and viewed in the Teacher Gradebook. The only document available from the Gradebook is school age IEP Review.



If the IEP has been or will be revised, the details of the revisions can be recorded or viewed by clicking on the **Show IEP Revision Information** button. This is a toggle and will either show or hide revision information. When additional revision dates are needed, click on the last line and new lines will be automatically added.

The LEA a	and parent have agreed to make the f	IEP Revision Information Hide IEP Revision Information following changes to the IEP without co	onvening an IEP meeting, as documente	ed by:
	Date of Revision(s)	Participants / Roles	IEP Section(s) Amended	

## The Participants tab.

» Sara Angelique A	lberts (10001) « IEP: 17 P	A2			6
GENERAL PARTICIPANT	S SPECIAL CONSIDERATIONS	PRESENT LEVELS	TRANSITION	SERVICES ASSESSMENTS	
GOALS & OBJECTIVES	SERVICES EDUCATIONAL PLACE	MENT	TING DOCUMENTS	<mark>;</mark>	
STUDENT CONTACTS	S				
	Role	4	Attendance Necessary	Excused and will Submit Info in Writing	
Shields	, Barbara (Aunt)	~	<b>~</b>	<b>•</b>	
Alberts,	Jamie (Father)	*	×	×	
Wallace	e, Frank (Step-Father)	*	×	▼	
		*	×	★	
		*	×	×	
방법 방법 방법 전기		*	×	×	
		~	×	×	
		~	~	×	
STAFE MEMBERS					
Role		Name	Atte	Excused/ endance Submit Info cessary in Writing	Sequence

This tab provides fields to list the participants in the IEP review meeting. It is essentially the same as Participants screen in the Evaluation Report, except for the columns on the right. For each participant, indicate his status at the meeting as needed.



	Alberts (10001) « IEP: 17 PA2
GOALS & OBJECTIVES	SERVICES EDUCATIONAL PLACEMENT SUPPORTING DOCUMENTS
Sp	ecial Considerations the IEP Team must consider before developing the IEP. Any factors checked must be addressed in the IEP.
s the Student visua	Ily impaired or blind?
<ul> <li>Yes - Team must p evaluation of the cl evaluation of the cl Braille is not appro</li> <li>No</li> </ul>	provide for instruction in Braille and the use of Braille unless the IEP Team determines, after an hild's reading and writing skills, needs and appropriate reading and writing media (including an hild's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of opriate.
s the Student hearir	ng impaired or deaf?
O Yes - Team must of	consider the child's language and communication needs, opportunities for direct communications wit sional personnel in the child's language and communication mode, academic level, and full range of
peers and profess needs, including of of the IEP.	pportunities for direct instruction in the child's language and communication mode in the developmer

This tab provides buttons to indicate the existence of any special considerations that must be addressed in the IEP. Check any that apply. There is also a field for **Other** considerations into which text can be

entered (not visible on the screen shot above).



» Sara Angelique Alberts (10001) « IEP: 17 paz         General participants       special considerations         Present levels       transition services         Goals & objectives       services         Educational placement       supporting documents	
PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE Include the following information related to the student:	E
Present levels of academic achievement (e.g., most recent evaluation of the student, results of formative assess curriculum-based assessments, transition assessments, progress toward current goals)	sments,
Present levels of functional performance (e.g., behavior results from a functional behavior assessment, results assessments, progress toward current goals)	of ecological

# (continues)

This tab provides text entry fields to document each area as indicated. Click on the edit icon on the right to open the rich text editor (see the section Using the Rich Text Editor for more information). (*The screen has more fields than are shown on the screen shot above*)



GENERAL PARTICIPANTS SPECIAL CONSIDERATIONS PRESENT LEVELS TRANSITION SERVICES ASSESSMENTS	
GOALS & OBJECTIVES   SERVICES   EDUCATIONAL PLACEMENT   SUPPORTING DOCUMENTS	
TRANSITION SERVICES - This is required for students age 14 or younger if determined appropriate by the IEP tean student does not attend the IEP meeting, the school must take other steps to ensure that the student's preferences and in considered. Transition services are a coordinated set of activities for a student with a disability that is designed to be w oriented process, that is focused on improving the academic and functional achievement of the student with a disability the student's movement from school to post school activities, including post secondary education, vocational education, employment (including supported employment), continuing and adult education, adult services, independent living, or o participation that is based on the individual student's needs taking into account the student's strengths, preferences, and	n. If the nterests are ithin a results to facilitate integrated community I interests.
POST-SCHOOL GOALS: Based on age appropriate assessment, define and project the appropriate measurable pos goals that address education and training, employment, and as needed, independent living. Under each area, list the services/activities and courses of study that support that goal. Include for each service/activity the location, frequency, p beginning date, anticipated duration, and person/agency responsible.	st secondary projected
POST-SCHOOL GOALS: Based on age appropriate assessment, define and project the appropriate measurable pos goals that address education and training, employment, and as needed, independent living. Under each area, list the services/activities and courses of study that support that goal. Include for each service/activity the location, frequency, p beginning date, anticipated duration, and person/agency responsible. Postsecondary Education and Training Goal(s):	st secondary projected
POST-SCHOOL GOALS: Based on age appropriate assessment, define and project the appropriate measurable por goals that address education and training, employment, and as needed, independent living. Under each area, list the services/activities and courses of study that support that goal. Include for each service/activity the location, frequency, p beginning date, anticipated duration, and person/agency responsible. Postsecondary Education and Training Goal(s):	st secondary projected
POST-SCHOOL GOALS: Based on age appropriate assessment, define and project the appropriate measurable por goals that address education and training, employment, and as needed, independent living. Under each area, list the services/activities and courses of study that support that goal. Include for each service/activity the location, frequency, p beginning date, anticipated duration, and person/agency responsible. Postsecondary Education and Training Goal(s): COURSES OF STUDY:	st secondary projected

This tab provides fields to document the plan for the student's transition from public education to post school activities. The fields allow entry of descriptive text and dates as needed.



» Sara Angelique Alberts (10001) « IEP: 17 PA2	3
GENERAL PARTICIPANTS SPECIAL CONSIDERATIONS PRESENT LEVELS TRANSITION SERVICES ASSESSMENTS	
GOALS & OBJECTIVES SERVICES EDUCATIONAL PLACEMENT SUPPORTING DOCUMENTS	
Assessments STATE ASSESSMENT LOCAL ASSESSMENT	
Students will be taking the PSSA or PASA in the following grade levels.	
<ul> <li>Reading (Grades 3-8, and 11)</li> <li>Math (Grades 3-8, and 11)</li> <li>Writing (Grades 5, 8, and 11)</li> <li>Science (Grades 4, 8, and 11)</li> </ul>	
○ Assessment is not administered at this student's grade level.	
Student will participate in the PSSA (Reading, Writing, and Science) without accommodations.	
Student will participate in the PSSA (Reading, Writing, and Science) with the following appropriate accommodations (allowable PSSA accommodations may be found in the PSSA Accommodations Guidelines at www.pde.state.pa.us under PreK-12 and Assessment): Reading (Grades 3-8, and 11) Student Accommodations	
All >>     Mail group testing       All >>     Small group testing sessions       Poviding visual cues     Reading aloud       <	

This screen provides fields to indicate which **state** assessments the student will participate in, and any accommodations are required. As in other screens, adding an item to the list of **Student Accommodations** is done be either double clicking on an item in the list of **Available Accommodations**, or by highlighting one or more item and clicking the << arrow.


## Local Assessment

GOALS	AL PARTICIPANTS SPECIA S & OBJECTIVES SERVICES	EDUCATIONAL PLACEMENT	SENT LEVELS	IRANSITION SERVICES	ASSESSMENTS
		Ass	sessments		
ST	ATE ASSESSMENT LOCAL AS	SESSMENT			
O L	ocal assessment is not administe	ered at this student's grade le	wel.		
~ ~					
<ul><li>S</li></ul>	tudent will participate in the Loca	I Assessment(s) without acc	ommodations.		
О Т	his student will participate in the	Local Accordment with the	following accorr	modations	
	Student Accommodations	Local Assessment with the	vailable Accom	nodations.	
Ī	Providing visual cues	All >> S	mall group testing		<u>A</u>
	Reading aloud		/lultiple testing sessi Scheduled breaks	ons	
			Simplifying directions	war booklat	
		<< All 3	itudent marks in ans	wer bookiet	
. Star		<u> </u>	a		X
~ ~					
0 8	tudent will take an alternate Loca	il Assessment(s)			
F	xplain why the child cannot n	articinate in the regular as	sessment		
Ī	April with the clinic current	anderpate in the regular as	Sessilient.		

This screen provides fields to document what local assessment tools may be used and if necessary explain why an alternative Local assessment is needed.



<b>» Sara Angelique Alberts</b> (10001) « IEP: 17 PA2 General Participants special considerations presi	ENT LEVELS TRANSITION SERVICES ASSESSMENTS
GOALS & OBJECTIVES SERVICES EDUCATIONAL PLACEMENT	SUPPORTING DOCUMENTS
Goals 8	& Objectives
GOAL 1 GOAL 2 NEW GOAL	
Goal 1	Extended School Year: No
Collection:	Goal Sequence: 10
Progress Report Interval: Quarterly (4)	Remove Goal:
Present Level of Performance for this instructional area may be	addressed here if not previously address in Section II.
Measurable Annual Goal:	
State annual goal here	
Describe how progress will be measured:	
Describe measurement methods here.	
	LODI
Modifications Mode & SDI:	and SDI
Location:	
Frequency:	
Dates: Beginning: 11/27/2009 Duration	n: 11/29/2010 Sequence:
OBJECTIVE 1 NEW OBJECTIVE	
Objective: Objective 1	ESY Seg 999 Remove
Objective Description:	Progress Report Interval Quarterly (4)
•	
New objective for goal 1	

This screen allows the recording of the Goals and Objectives related to the student's IEP. Complete the fields as needed. To add additional goals/objectives, click the **New Goal/New Objective** tab.

**NOTES**: The values in the Collection drop down list are taken from the Goal Collections dictionary.

The Seq (Sequence) field allows the user to specify what position in the goals list this particular goal should occupy. As goals are created, the system sequences then in the order created (by 10's). For example, suppose the users defined three math goals (Math A, Math B, and Math C) then defined two Language goals (Lang A, Lang B), then defined a fourth Math goal (Math D) The system would have the sequence

10) Math A 20) Math B 30) Math C 40) Lang A 50) Lang B 60) Math D



Administrative Software Solutions If the user wanted to re-order the way the goals are sequenced (perhaps to group the Math goals together) he can specify that Math D should be Seg 35. In essence, the system will order the goals by the sequence number so they will be ordered as follows:

10) Math A 20) Math B 30) Math C 35) Math D 40) Lang A 50) Lang B

If two goals are assigned the same sequence, they will just appear one after the other.

The term **SDI** means Specially Designed Instruction The terms **ESY** means Extended School Year



» Sara Angeli General Part Goals & object	QUE Alberts (10001) « IEP: 17 PA2 ICIPANTS SPECIAL CONSIDERATIONS PRESENT LEVELS TRAINSITION SERVICES ASSESSMENTS IVES SERVICES EDUCATIONAL PLACEMENT SUPPORTING DOCUMENTS
	SPECIAL EDUCATION / RELATED SERVICES / SUPPLEMENTARY AIDS AND SERVICES / PROGRAM MODIFICATIONS:
A. Program Mo	difications and Specially Designed Instruction - (Specially designed instruction may be listed with each goal.)
Mods & SDI: Location: Frequency:	This with
Mods & SDI:	Dates: Beginning: 11/27/2009 Duration: 11/29/2010
Location: Frequency:	Dates: Beginning: 11/27/2009 Duration: 11/29/2010
B. Related Serv	rices - List the services that the student needs in order to benefit from or access his/her special education program.
Service: Location:	
Frequency.	

This screen provides fields to enter descriptions of any Modifications (Mods) and Specially Designed Instruction (SDI) Related Services, School Personnel and other special items related to the IEP. *(There are more fields than shown on the above screen shot).* The fields are text entry areas.



» Sara Angelique /	Alberts (10001) « IEP: 17 PA2							
GENERAL PARTICIPANT	TS SPECIAL CONSIDERATIONS PRESENT LEVELS TRANSITION SERVICES ASSESSMENTS							
GOALS & OBJECTIVES	SERVICES EDUCATIONAL PLACEMENT SUPPORTING DOCUMENTS							
	EDUCATIONAL PLACEMENT							
Type of Service and S	Support							
Type of Service:	Supplemental 💌							
Type of Support:	Life Skills Support							
Support Beginning	J Date:							
Support Duration:								
Location of child's program								
Name of School Building where the IEP will be implemented: K12 High School								
Will the child be attend	Will the child be attending their neighborhood school?							
It NO, select the reason why hot:								
O Special education supports and services required in the child's IEP cannot be provided in the neighborhood school.								
O Other:								
EXPLANATION OF	F QUESTIONS FOR IEP TEAM							
It is the responsibility of	of each public agency to ensure that to the maximum extent appropriate students with disabilities, including							
separate schooling or	'ate institutions or other care facilities, are educated with children who are not disabled. Special classes, r other removal of children with disabilities from the regular educational environment occurs only when the							
nature or severity of the and services cannot be	the disability is such that education in regular education classes, EVEN WITH the use of supplementary aids be achieved satisfactorily							
QUESTIONSFOR								
<ul> <li>What suppleme the supplement</li> </ul>	entary aids and services were considered? What supplementary aids and services were rejected? Explain why tary aids and services will or will not enable the student to make progress on the goals and objectives (if							
applicable) in th	his IEP in the general education class.							

This tab provides a screen with fields to record any Services and Support the student will receive, the school where the IEP will be implemented, and fields for recording the student's placement with nondisabled students. (*There are more fields than shown on the above screen shot*).

#### Supporting Documents Tab.

Refer to the section **Attaching Ancillary Documents to Special Ed** documents for details on using this tab

#### Printing the IEP Review document.

Be sure to Save the document. To print the IEP Review click on the Print icon in the toolbar. A pdf will be produced. You can then open or save the pdf as needed. How the file is handled is dependent on the browser's preferences.



## **Creating the IEP Review Meeting Invitation**

The screens to produce the IEP Review Meeting Invitation are reached from **IEP>School Age> Meeting Invitations.** The screen has several tabs. As in the previous tasks, you will fill in the fields as required, save the screen, and then print the letter.

#### Invitees tab

Genevie Holonan (328) «			S	td:PA2 Enrolle	d - Grade: 1
INVITEES MEETING PURPOSE T	RANSITIONAL PLAN	MEETING SPECIFI	CS MEETING LOG		
Meeting New Meeting	~				
Invite: Address: Ger Mother: Mary Holohar Father: William Holoh	nevie Holohan (Lives N (Lives with) nan	with)			
Student: Genevie Hol	lohan				
The following staff are expect	ionan	urticipate in the I	EP Development.		
☐ Student: Genevie Hol	ionan red to attend or pa	rticipate in the I	EP Development. Attendance	Excused/Subn	nit
The following staff are expect	ionan ed to attend or pa	nticipate in the I Name	EP Development. Attendance Necessary	Excused/Subn in Writing	nit Sequenc
☐ Student: Genevie Hol The following staff are expect Role	ionan ed to attend or pa	nticipate in the l Name	EP Development. Attendance Necessary	Excused/Subn in Writing	nit Sequenc
☐ Student: Genevie Hol The following staff are expect Role	ionan red to attend or pa	nticipate in the I Name	EP Development. Attendance Necessary	Excused/Subn in Writing	nit Sequenc
☐ Student: Genevie Hol The following staff are expect Role	iohan  ed to attend or pa	nticipate in the I Name	EP Development. Attendance Necessary	Excused/Subn in Writing	nit Sequence
☐ Student: Genevie Hol The following staff are expect Role	iohan  ed to attend or pa	nticipate in the I Name	EP Development. Attendance Necessary	Excused/Subn in Writing	nit Sequenc
☐ Student: Genevie Hol The following staff are expect Role	iohan  ed to attend or pa	Name	EP Development. Attendance Necessary	Excused/Subn in Writing	nit Sequenc

## (CONTINUED)

This tab provides fields to indicate who is invited to the meeting. To view a previous meeting invitation, click on the down arrow in the Meeting field to display a list of previous meeting. The list of student contacts is determined by the contacts list in the SIS.

Complete the remaining fields as needed for Staff and Others who will be attending the IEP meeting.



# » Genevie Holohan (328) « std:PA2 Enrolled - Grade: 12 INVITEES MEETING PURPOSE TRANSITIONAL PLAN MEETING SPECIFICS MEETING LOG Meeting New Meeting ... The purpose of this meeting is to: (Check all that apply) Discuss the results of the team evaluation of your child. An Individualized Education Program (IEP) will be developed at the meeting. Discuss your child's current IEP to review and revise it as needed. Other:

# Check the items that apply

## **Transition Plan tab**

Genevie Holohan (328) «			std:PA2	Enrolled - Grade: 12		
INVITEES MEETING PURPOSE	TRANSITIONAL PLAN	MEETING SPECIFICS	MEETING LOG			
Meeting New Meeting	×					
Transition Planning and Service <i>IEP team</i> .	/ices: For a child who	o will be age 14 or	younger if determin	ed appropriate by the		
□ (For parents) We are inviting you and your daughter to attend this meeting to determine the need for and/or develop appropriate measurable postsecondary goals and a statement of transition services needed to assist your child in reaching these goals. We also are inviting representative(s) from the agency or agencies as listed below.						
□ ( <i>For student</i> ) We are inviting inviting representative(s) fro	g you to develop or revie m the agency or agenci	ew a statement of y ies as listed below	your need for transition	i services. We also are		

Check the items that apply.



• Genevie Holohan (	(328) «	std:PA2	Enrolled - Grade: 12
INVITEES MEETING PU	RPOSE TRANSITIONAL PLAN MEETING SPECIFICS MEETING LO	G	
Meeting New Meeting	×		
Meeting Specifics			
Meeting Location:	Board Room		
Meeting Date:			
Meeting Time:	Example: 2:30pm		
School Contact:	Newill, Bill		
Contact Position:	Principal 💌		
Contact Phone:	610-266-1234		
Contact Email:	jpB@schoo.com		
Date Sent:			
Invitations created by:	12, Teacher		
Confirmation Received:	not confirmed		

This screen provides fields to document the details of the meeting, including place, date, time etc.

# Meeting Log tab

INVITEES MEETING PURPOSE TRANSITIONAL PLAN MEETING SPECIFICS MEETING LOG Meeting New Meeting Meeting History:	
Meeting New Meeting	
Meeting History:	

This screen shows for whom the letter was printed. It is informational.



# Printing the IEP Review Meeting Invitation letter

When the fields have all been completed Save the record. To print the letter, click on the Print icon in the tool bar. A PDF will be produced and downloaded. You can then print or save the document. The browser settings determine how the download is handled.

ONE copy of the letter will be produced. It will list the names of the invitees, and the student address.

#### Producing a NOREP/PWN document

Select **IEP>School Age>NOREP/PWN** from the menu. The following screen will be displayed.

#### **Contacts tab**

Main Menu Evaluations EP Additional Documents Reports Admin     Image: Constant in the image: Consta	Admin 🔻
Contacts Actions Options Descriptions Recommendations  Send NOREP / PWN to:  Mailing Address: Genevie Holohan (Lives with)	Enrolled - Grade: 12
Select a NOREP: Evaluation: 0 NOREP: 1 V Date Sent: 11/10/2009       Image: Contacts       Actions       Options       Descriptions       Recommendations         Send NOREP / PWN to:       Image: Mailing Address: Genevie Holohan (Lives with)       Image: Mailing Address: Genevie Holohan (Lives with)	Enrolled - Grade: 12
Select a NOREP: Evaluation: 0 NOREP: 1 V Date Sent: 11/10/2009	
CONTACTS     ACTIONS     OPTIONS     DESCRIPTIONS     RECOMMENDATIONS       Send NOREP / PWN to:	
Send NOREP / PWN to: Mailing Address: Genevie Holohan (Lives with)	
Send NOREP / PWN to:	
Mailing Address: Genevie Holohan (Lives with)	
Mother: Mary Holohan (Lives with)	
School Contact to Reply to:	
School Contact: Coach Joseph	
School Contact. Goodi, Joseph	
Contact Position: Principal	
Contact Position:     Principal       Contact Phone:     610-312-4566	
Contact Position:     Principal       Contact Phone:     610-312-4566       Contact Email:     mrwizard@k12system.com	
Contact Position:     Principal       Contact Phone:     610-312-4566       Contact Email:     mrwizard@k12system.com	
Contact Position:     Principal       Contact Phone:     610-312-4566       Contact Email:     mrwizard@k12system.com       Superintendent Name:     Treffert, Santos   (or Designee Name)	

Check the individuals to whom you wish the letter to be sent from the list displayed. The names come from the list of student contacts designated to receive mailers in the SIS.

Complete the School Contact Reply to information as needed. You can use the District and User options (Admin>Options>District Options or User Options) to designate default values to be automatically filled in these fields.



Fill in the Superintendent name or designee. IF a signature image has been recorded in the Staff information I the SIS, the signature will be displayed on the Superintendent liner on the NOREP. (See the SIS manual: Staff for more information). If no signature image exists in the SIS, the line on the document will be blank and will need to be manually signed.

# Actions tab

» Genevie Holohan (328) « Enrolled - C	Grade: 12
Select a NOREP: Evaluation: 0 NOREP: 1 V Date Sent: 11/10/2009	
CONTACTS ACTIONS OPTIONS DESCRIPTIONS RECOMMENDATIONS	
1. Type of action taken:	
Proposes initial provision of special education and related services (For this action, the school may not pro without your written consent in Section 8 of this document)	oceed
Refusal to initiate an evaluation (Must issue Procedural Safeguards Notice)	
Proposes to change the identification, evaluation or educational placement of the child or the provision of a appropriate public education (FAPE)	a free
Refusal to change the identification, evaluation or educational placement of the child or the provision of a fr appropriate public education (FAPE)	ee
Change of placement for disciplinary reasons (Must issue Procedural Safeguards Notice)	
Due process hearing, or an expedited due process hearing, initialed by LEA	
Graduation from high school	
Exiting special education	
Exiting high school due to exceeding the age eligibility for a free appropriate public education (FAPE)	
Extended School Year (ESY) servcies	
Response to request for an independent educational evaluation (IEE) at public expense	
Other	
2. A description of the action proposed of refused by the LEA:	2
Action tab	
3. A explanation of why the LEA proposed or refused to take the action:	
	2

Check the appropriate selection in the Type of action section. Sections 2 and 3 provide Rich Text editor fields for additional documentation.



» Genevie Holohan	(328) «			Enrolled - Gra	de
Select a NOREP: Ev	aluation: 0 NO	REP:1 🔽 Date	Sent: 11/10/2009	Te 5	
CONTACTS ACTIONS	OPTIONS	DESCRIPTIONS	RECOMMENDATIONS		
<ol> <li>A description of other rejected. If the action regular educational en services is available or</li> </ol>	er options tl proposed or wironment wi n the PaTTA	hat the IEP tea refused is in re th supplementa N website at <u>w</u>	am considered and egard to educational ary aids and services www.pattan.net):	d the reasons why those options were I placement, options considered must begin s (information about supplementary aids and	tivv t
Options Considered:	Options tab: 0	Considered 1			
Reason for Rejection:	Rejected 1				

Complete the text entry field pairs for Options Considered and Reason for Rejection as needed. New pairs will be added as needed when you click in any blank item. These are not Rich Text Editor fields.

## **Description tab**

» Genevie Holohan (328) «	Enrolled - Grade: 12
Select a NOREP: Evaluation: 0 NOREP: 1 💌 Date Sent: 11/10/2009	
CONTACTS ACTIONS OPTIONS DESCRIPTIONS RECOMMENDATIONS	
5. A description of each evaluation procedure, assessment, record or report used as a bas action or action refused:	sis for the proposed
Descriptions tab: Description of each evaluation procedure here	
6. A description of other factors that were relevant to the LEA's proposal or refusal:	
Descriptions tab: Description of other factors here.	2

This screen provides Rich Text Editor fields to enter text. The text will be printed in the final document.



» Genevie Holohan (328) «	Enrolled - Grade: 12
Select a NOREP: Evaluation: 0 NOREP: 1 🕶 Date Sent: 11/10/2009	
CONTACTS ACTIONS OPTIONS DESCRIPTIONS RECOMMENDATIONS	
7. The educational placement recommended for your child is (State the amount and type supports, e.g. Itinerant Learning Support, Supplemental Autistic Support, Full-Time E	e of special education motional Support):
Recommendations tab: Educational placement recommendation here.	2

This tab provides Rich Text Editor fields to enter text regarding item 7 on the NOREP. The text will be displayed on the final document.

## Printing the NOREP

Save the screen. To print the document, click on the **Print** icon on the toolbar. A PDF will be produced.



The following documents are included in the IEP Writer and correspond to the latest State (PA) standards

- Gifted Permission to Evaluate Letter
- Gifted Permission to Reevaluate Letter
- Gifted Written Report Evaluation
- Gifted Written Report Reevaluation
- Invitation to Participate in the GIEP Team Meeting
- Notice of Recommended Assignment (NORA)
- Gifted Individualized Education Program (GIEP)

The following sections cover the processes necessary to produce these documents



# **Gifted Permission to Evaluate – Permission to Reevaluate**

Select **Evaluations>Gifted Evaluations>Permission to Evaluate/Reevaluate** from the menu The following screen will be displayed:

Doft	ware	Peri	nission to Eva K12 High School - 2	luate Gifted		School: K12 High School User: smithp Year: 2009-2010	
Main Menu 🔻	Evaluations 🔻	IEP ⊽	Additional Documents	▼ Reports ▼	Admin	~	
) H B 🤆		Find Student:					

Enter the name or student ID in Find Student search box to select the student with whom you wish to work. The following screen will be displayed:

Ontware	Permission to Evalua K12 High School - 2009	ate Gifted School: K12 Hi J-2010 School: K12 Hi User: smith Year: 2009-7	igh School IP 2010
Aain Menu  ▽	IEP 🔻 Additional Documents 🔻	Reports 🗢 Admin 🗢	
) 🖥 🗟 😋 🗙	Find Student:	<i>P</i>	
Genevie Holohan (328)	) «	Enroll	ed - Grade:
CONTACTS REASON REFERR	ED STAFF CONTACT AND CONSENT TEST	TS AND ASSESSMENTS	
Evaluation Report: New Ev	valuation Report 👻 Evaluation Ty	/pe: Select Evaluation Type 💙	
Letter to Print: Permission Send Letter To: Mailing Mother Father	1 To Evaluate Student <b>∨ Standard:</b> PA g Address: Genevie Holohan (Lives with) r: Mary Holohan (Lives with) r: William Holohan	∖2 - PA Standard - July 2008 🔽	
Oral request by parent	t Date:	185 S	
<ul> <li>Oral request by parent</li> <li>Written request by par</li> </ul>	t Date:		

There are four tabs on this screen. Each tab provides fields to record various information necessary to prepare the Permission to Evaluate / Intent to Reevaluate document.



**Evaluation Report**: This field allows you to select the Evaluation Report with which you wish to work. Clicking the down arrow will display a list of any existing evaluations. If you are preparing a new Permission to Evaluate, select New Evaluation Report. To work with an existing letter select it from the list

Evaluation Type: Select Initial Evaluation or Reevaluation as appropriate

**Letter to Print**: Specify **which letter you want to produce** by selecting from the choices listed in the drop down list. The options will be Permission to Evaluate or Notice of Intent to Reevaluate. Be sure the Evaluation Type and Letter to Print correspond.

Standard: This will default to the most recent PA standard.

**Send Letter To**: Check the individuals to whom this letter should be sent. The list displays the names of individuals designated to receive mailers in the SIS. The letter that is produced will show the names of the selected persons. The system does not produce multiple copies of the letter.

**Oral / Written request check boxes and dates**: Check the box which applies. Enter the date of the request if know.

**Contact Log:** This provides a space to document any data regarding attempts to contact the parent/guarding. Clicking anywhere in the field will open the Rich Text Editor. Text you enter here will NOT display on the permission to evaluate letter. It is intended for internal note keeping.

#### **Reason Referred tab:**



Select the appropriate referral type from the list provided. The options are defined in the Reasons Referred dictionary.



## Staff Contacts and Consent tab

Sara Angelique Alberts (10001) «	Witho	Iraw
CONTACTS REASON REFERRED STAFF CONTA	ACT AND CONSENT TESTS AND ASSESSMENTS	
Evaluation Report: New Evaluation Report 💙	Evaluation Type: Select Evaluation Type 💌	
Dates and Staff Contacts:		
School Contact:		
Contact Position:		
Contact Phone:		
Contact Email:		
Evaluation Date:		
Permission Sent:		
Received Consent:		
Other Comments:		

Complete the School Contact, Position, Phone Number and Email fields. The School Contact field is a lookup field. The Position field can be selected from the drop down list. (The system does not automatically fill in the position based on the name since one individual could be associated with more then one position)

Complete the Date fields as appropriate. You will need to return to this screen when you receive consent to enter the date the consent was received. This date becomes the basis for compliance.

#### Test and Assessments tab:



Check any tests and assessments which will be given during the evaluation. The options listed in the Test Types dictionary



## Printing the Permission to Evaluate / Notice of Intent to Reevaluate document.

Be sure you have saved the data entered on the Permission to Evaluate / Reevaluate screen. To print the document, click the printer icon in the tool bar. The designated document will be produced as a PDF. How the document is handled will depend on the browser settings. Typically you will be given the option to either open the file or to save it. Opening the file allow you to preview the document. At that point it is a PDF which you can print or save as desired.

## **Gifted Written Report - Evaluation**

Select **Evaluations>Gifted Evaluations>Gifted Written Report – Evaluation** from the menu. Select the student using the student search field as usual. If no Gifted Written Report exists for the student, you will be prompted to click the New icon to create a new report. If any reports exists, the most recent report will open The following screen will be displayed:

There are seven tabs on this screen. Most of these tabs provide Rich Text Editor fields to enter text for the report. The remainder of this section explains those tabs which have other options and functions.



In addition to the Rich Text Editor fields available on this screen, there is a button to allow you to show or hide student demographic data as desired. The Date of Report field (not visible on the screen shot) records the date the report was completed.

## Participants tab

» Genevie Holohan (328)	ĸ		Gifted Evaluation	on No: 1 PA2	
DEMOGRAPHICS PARTICIPANTS	ACADEMIC FUNCTIONING	LEARNING STRENGTHS	EDUCATIONAL NEEDS	CONCLUSIONS	
STUDENT CONTACTS					
		Role			
	Holohan, Mary (Mo	other)	<b>~</b>		
	Holohan, William (	Father)	<b>~</b>		
			~		
STAFF MEMBERS Role		N	lame	Sequen	ce
School Psychologist	~	× Becirovic, Esm	r	1	
Math Specialist	~	X Teacher Bill	·	2	
Deading Specialist		Newill Bill		2	
Reading Specialist	· · · · · · · · · · · · · · · · · · ·			3	
	×	×			
	~	×			
	*	×			
	~	×			
	~	×			
					<u>.</u>
OTHER ATTENDEES					
Role		1	lame	Sequen	ce
Career/Tech Ed Rep	~	Frank Jones		999	

This tab provides fields to list individuals who participated in the evaluation. There are sections for Student Contacts, Staff Contacts and Other (i.e. non staff) contacts. In the staff members section, the Name field is a lookup box. In the other section, the name field is simply a text entry field. The Sequence fields simply allow you to specify the order in which the designated contact's names should display on the printed document.



Academic Functioning, Learning Strengths, Educational Needs tabs:

Assessment of	Academic Function	ning relevant to the studer	nt's suspected giftedness			
Academic Fu	nctioning Tab					
Test scores						
tes of acquisiti	on and retention					
Academic Fu	nctioning Tab					
Rates of acqu	uisition and retention	1				
hievement, per well as criterio	formance, experti	se in one or more academ n judgement	ic areas as evidenced by	excellence of products	, portfolio or researc	ch,
and an and on the fire						

These three tabs tabs provide Rich Text Editor fields to enter text for the document. They correspond to the fields specified on the State forms.

NOTE: If no text is entered into a field, the printed document will NOT display the header for that field. If you want every header to display on the final document even if no text will be entered you should enter something in the field to indicate nothing applies to that field for this student, typically N/A.



» Genevie Holohan (328) «			Gifted Evaluation	on No: 1 PA2
DEMOGRAPHICS PARTICIPANTS ACADEMIC FUNCT	IONING LEARNI	IG STRENGTHS	EDUCATIONAL NEEDS	CONCLUSIONS
SUPPORTING DOCUMENTS				
IV. Conclusions and Recommendations for specially d A.	esigned instruction LIGIBLE for gifted	n to GIEP Team I placement and	programming.	
B. O The student is gifted but does not need speciall programming.	/ designed instruc	tion, and theref	ore is NOT ELIGIBLE fo	r gifted placement an
C.      The student is gifted AND is in need of specially programming.	UR designed instruct	ion, and therefo	re IS ELIGIBLE for gifte	d placement and
Recommendations for consideration by the G	IEP team for the	student's edu	ıcational programmin	g.
Conclusions tab				
Recommendations to GIEP team				
Document Status: Working Copy 💌		Print Statu	s: Draft Version 💌	

Select the appropriate conclusion from the options given. Enter any recommendations for the GIEP team in the Rich Text Editor field.

## **Recording the Status of the Evaluation Report**

At the bottom of the screen are two fields that record the status of the evaluation. The **Document Status** records the current state of the document. The choices are **Working Copy** or **Finalized**. Selecting Finalized flags the evaluation report as read only. No changes to the document can then be made unless the user has been granted the rights to do so. The **Print Status** determines what text will be printed in the footer of the document when it is printed. The choices are **Draft Version** or **Final Version**.

#### **Printing the Gifted Written Report: - Evaluation.**

Be sure you have saved the document. To print the document, click the printer icon in the tool bar. The designated document will be produced as a PDF. How the document is handled will depend on the browser settings. Typically you will be given the option to either open the file or to save it. Opening the file allow you to preview the document. At that point it is a PDF which you can print or save as desired.



Select **Evaluations > Gifted Evaluations > Gifted Written Report – Reevaluation** from the menu. If necessary, select the student using the student search field. If no Written Report: - Reevaluation exists for the student, you will be prompted to click the New icon to create a new report. If any report exists, the most recent report will open. The following screen will be displayed:

## **Demographics tab**

Doftware	Gifted Written Rep K12 High Scho	oort - Reevaluation	School: K12 High School User: smithp Year: 2009-2010
Main Menu ▼ Evaluations ▼	IEP 🔻 Additional Docum	ents ⊽ Reports ⊽ Ad	lmin ▼
📓 🖥 🗟 📚 🌀 🏵   🗙	Find Student:		
Genevie Holohan (328)		Gifted R	eevaluation No: 2 PA2
Student Demographics	Show Student	Demographics	
Date of Report: 11/06/2009 👔 Other Demographic Data (as Needed):	Demographics tab		
		Print Status' Draft Ver	sinn 👽

The Show Student Demographics button is a toggle. Clicking it will either show or hide student demographic information from the SIS.

Complete the Date of Report field and the Other Demographic Data field as needed.

## **Recording the Status of the Evaluation Report**

At the bottom of the screen are two fields that record the status of the evaluation. The **Document Status** records the current state of the document. The choices are **Working Copy** or **Finalized**. Selecting Finalized flags the evaluation report as read only. No changes to the document can then be made unless the user has been granted the rights to do so. The **Print Status** determines what text will be printed in the footer of the document when it is printed. The choices are Draft Version or Final Version.



Doftware	Gifted Writte K12 H	n Report - Reeva igh School - 2009-2010	aluation so	hool: K12 High School Jser: smithp /ear: 2009-2010
Main Menu 🔻 Evaluations 🔻	IEP 🗢 Addition	nal Documents 🔻 Repo	orts 🔻 Admin 🔻	
🗋 🔚 🗟 📚 🌀 🌍 🗙	Find Student:		<i>P</i>	
Genevie Holohan (328)			Gifted Reevalu	ation No: 2 PA2
DEMOGRAPHICS PARTICIPANTS P	RECOMMENDATION	REVIEW SUPPORTING DO	CUMENTS	
STUDENT CONTACTS				
STUDENT CONTACTS		Role		
STUDENT CONTACTS	Holohan, Mary	Role y (Mother)	~	
STUDENT CONTACTS	Holohan, Mary Holohan, Willi	Role y (Mother) am (Father)	×	
STUDENT CONTACTS	Holohan, Mary Holohan, Willi	Role y (Mother) am (Father)	× ×	
STUDENT CONTACTS	Holohan, Mary Holohan, Willi	Role y (Mother) am (Father)	× ×	
STUDENT CONTACTS STAFF MEMBERS Role	Holohan, Mary Holohan, Willi	Role y (Mother) am (Father)	▼ ▼ ▼ Name	Sequence
STUDENT CONTACTS STAFF MEMBERS Role School Psychologist	Holohan, Mary Holohan, Willi	Role / (Mother) am (Father) K Becirovic, Es	Name	Sequence
STUDENT CONTACTS STAFF MEMBERS Role School Psychologist Principal	Holohan, Mary Holohan, Willi	Role y (Mother) am (Father) × Becirovic, Es × Uelses, Mich	Name	Sequence

This tab provides fields to list individuals who participated in the evaluation. There are sections for Student Contacts, Staff Contacts and Other (i.e. non staff) contacts. In the staff members section, the Name field is a lookup box. In the other section, the name field is simply a text entry field. The Sequence fields simply allow you to specify the order in which the designated contact's names should display on the printed document.

## **Recommendations tab**

Gifted Written Report - Reevaluation K12 High School - 2009-2010 School: K12 High School User: smithp Year: 2009-2010	
Main Menu 🔻 Evaluations 🗢 IEP 👻 Additional Documents 🗢 Reports 👻 Admin 🗢	
📄 🔚 🗟 📚 🌍 🚫 🗙 Find Student:	
Genevie Holohan (328) Gifted Reevaluation No: 2 PA	2 👌
DEMOGRAPHICS PARTICIPANTS RECOMMENDATION REVIEW SUPPORTING DOCUMENTS	
Recommendation Regarding Continued Need for Gifted Education:	
Recommendation Regarding Continued Need for Gifted Education:	

This tab provides a Rich Text Editor field to document the recommendation regarding continued need for gifted education. Text entered in these fields will appear on the printed document



## **Review tab**



This tab provides Rich Text Editor fields to document instructional activities that have been successful and recommendations for revisions to the GIEP. Text entered in these fields will appear on the printed document.

#### Supporting Documents Tab.

Refer to the section Attaching Ancillary Documents to Special Ed documents for details on using this tab

## **Printing the Gifted Written Report – Reevaluation.**

When the document is complete be sure to save it. If you wish to make the document read only, return to the Demographics tab and change the document status to Finalized. . To print the document, click on the Print icon in the tool bar. A PDF will be created. You will likely have the option (depending on your browser settings) of either opening the document or saving it. Opening the document will allow you to preview the printed document.



Select **IEP>Gifted IEP>Invitation to GIEP Team Meeting** from the menu. The following screen will be displayed:

(only partially displayed)

Doftware	Invitation To GIEP Meeting K12 High School - 2009-2010	School: K12 High Schoo User: smithp Year: 2009-2010	N
Main Menu 🔻 Evaluations 👻 IEP 🔻	Additional Documents 🔻 Reports 🔻	Admin 🔻	
Genevie Holohan (328) «		Enrolled - G	rade: 12
INVITEES REASON FOR NOTICE MEETIN	G PURPOSE MEETING SPECIFICS		
Invite: Address: Genevie Ho Mother: Mary Holohan (Lives wi	DIOhan (Lives with) tth)		
Student: Genevie Holohan			
Student: Genevie Holohan The following staff are expected to at	ttend or participate in the GIEP Develo	opment.	

## Invitees tab:

This tab allows you to create a new meeting invitation, or to open, edit and print an existing invitation. The **Meeting** field allows you to choose either a New Meeting invitation or open an existing Meeting Invitation by selecting from the drop down list.

Select the individuals who will be invited to the meeting from the list displayed (from the student's contacts in the SIS).

Indicate the staff and others who will attend the GIEP team meeting in the fields provided. The name field in the staff section is a look up field. The mane field in the "others" section is a text entry field.



## **Reason for Notice tab:**

Genevie Holohan (328) «	Enrolled - Grade: 12
INVITEES REASON FOR NOTICE MEETING PURPOSE MEETING SPECIFICS	
Meeting New Meeting	
The reason of this meeting is to attend and participate in:	
O Gifted Individualized Education Plan (GIEP) team meeting.	
O Other meeting.	
O Other meeting.	

Select the option that applies. The final printed document will display the options with the selected option checked.

# Meeting Purpose tab

Gen	nevie Holohan (328) « Enrolled - Grade:
INV	ITEES REASON FOR NOTICE MEETING PURPOSE MEETING SPECIFICS
Mee	ting New Meeting
The	purpose of this meeting is to:
0	Discuss the results and recommendations of the Gifted Multidisciplinary Evaluation (GMDE). A Gifted Individualized Education Plan (GIEP) will be developed at the meeting. This plan will include information about y child's present levels of educational performance, goals and specially designed instruction.

Select the option that applies. The final printed document will display the options with the selected option checked.



Genevie Holohan (	328) «	Enrolled - Grade: 12
INVITEES REASON FOR	NOTICE MEETING PURPOSE MEETING SPECIFICS	
Meeting New Meeting	<b>v</b>	
Meeting Specifics		
Meeting Location:	▼	
Meeting Date:	3	
Meeting Time:	Example: 2:30pm	
School Contact:	Newill, Bill	
Contact Position:	Principal 💌	
Contact Phone:	610-266-1234	
Contact Email:	jpB@schoo.com	
Date Sent:	[ <b>6</b> ]	
Invitations created by:		
Confirmation Received	t	
Received Date:	5	
	Meeting Log:	

Complete the fields as needed.

The meeting location values are stored in the Service Locations dictionary.

The Meeting Log field is a Rich Text Editor field and is designed for internal notes. Nothing entered in this area will appear on the meeting invitation.



## Gifted Notice of Recommended Assignment (NORA)

Select **IEP>Gifted IEP>Notice of Recommended Assignment (NORA)** from the menu. The following screen will be displayed:

Doftware		GIF K12 Higt	TED NORA	<b>4</b> -2010	School: <b>K12  </b> User: <b>smit</b> Year: <b>2009</b>	High School thp  -2010
Main Menu 👻 Evaluat	ions ⊽ IEP	♥ Additional	Documents ⊽	Reports 🗢	Admin マ	
	🕘 🗙 Find	Student:			🔑	
» Genevie Holohan	(328) «				Enrol	lled - Grade: 12
Select a NORA: N	DRA: 1 🔽 Date S	ent: 11/11/2009	16			
2010년 2011년 - 11월 11월 11일 - 11일 - 11일 - 11일 - 11일 - 11일 - 11						
CONTACTS ACTION	RECOMMENDA	TIONS OPTIONS				
CONTACTS ACTION Send NOREP / PWN to Mailing Address: Mother: Mary Hole Father: William H	RECOMMENDA Cenevie Holoha Dhan (Lives with) Diohan	TIONS OPTIONS	3			
CONTACTS ACTION Send NOREP / PWN to Mailing Address: Mother: Mary Hole Father: William H School Contact to Re	RECOMMENDA Concerning Holoha Concerning Holohan Clives with Colohan Coly to:	TIONS OPTIONS	3			
CONTACTS ACTION Send NOREP / PWN to Mailing Address: Mother: Mary Hold Father: William H School Contact to Re School Contact:	Cenevie Holoha Cenevie Holoha Chan (Lives with) Colohan Coly to: Gooch, Joseph	TIONS OPTIONS				
CONTACTS ACTION Send NOREP / PWN to Mailing Address: Mother: Mary Hold Father: William H School Contact to Re School Contact: Contact Position:	CECOMMENDA CECOMMENDA CECENTRA CALLES WITH COLONAN COL	TIONS OPTIONS				
CONTACTS ACTION Send NOREP / PWN to Mailing Address: Mother: Mary Hold Father: William H School Contact to Re School Contact: Contact Position: Contact Phone:	Cenevie Holoha Cenevie Holoha Chan (Lives with) Colohan Coly to: Gooch, Joseph Principal 610-324-5643	TIONS OPTIONS				
CONTACTS ACTION Send NOREP / PWN to □ Mailing Address: □ Mother: Mary Hold □ Father: William H School Contact to Re School Contact: Contact Position: Contact Phone: Contact Email:	Cenevie Holoha Cenevie Holoha Chan (Lives with) Colohan Coly to: Gooch, Joseph Principal 610-324-5643 jgooch@isp.co	TIONS OPTIONS	  ]			
CONTACTS ACTION Send NOREP / PWN to Mailing Address: Mother: Mary Hold Father: William H School Contact to Re School Contact to Re School Contact: Contact Position: Contact Phone: Contact Email: Superintendent Nam	Cenevie Holoha Cenevie Holoha Chan (Lives with) Colohan Coly to: Gooch, Joseph Principal 610-324-5643 jgooch@isp.co	TIONS OPTIONS	s v (or Designee I	Name)		

## **Contacts tab**

The contacts tab (shown above) allows you to indicate the persons to whom the NORA will be sent and the name and contact information of the person in the district who should be contacted with questions.



#### Actions tab

» Genevie Holohan (328) «	Enrolled - Grade: 12
Select a NORA: 1 🔽 Date Sent: 11/11/2009	
CONTACTS ACTIONS RECOMMENDATIONS OPTIONS	
1. Type of action taken:	
<ol> <li>Your child should begin to receive gifted education services. The school district will not pro approval of this recommendation (the GIEP is attached).</li> </ol>	ceed without your
2. Your child's gifted education placement or services should be changed as noted in the GIE proceed with this changes unless you notify us with your written disapproval (the GIEP is a calendar days to respond to a notice of recommended assignment (NORA) sent by mail o revoke an approval given in person at the conclusion of a GIEP conference.	P. The school district will ttached). You have 10 r 5 calendar days to
3. Your child is no longer in need of gifted education. We recommend current gifted education discontinued. The school district will proceed with this change unless you notify us with you have 10 calendar days to respond to a notice of recommended assignment (NORA) sent I days to revoke an approval given in person at the conclusion of a GIEP conference.	n services be ır written disapproval. You by mail or 5 calendar
<ol> <li>Your child is graduating from high school. All gifted education services will cease at the enterm.</li> </ol>	d of the current school
5. $\square$ Your child is not in need of gifted education and should continue in his\her present assignmed as $1$	nent.
6. ☑ The school district is refusing your request to initiate or change your child's:	
□ Identification □ Evaluation	
Educational Placement Provision of education	
The reasons and basis for this refusal are:	
Actions tab	r
7. 🗆 Other	
This assignment was recommended after a review of the options that were used to assist in identif	ying the services and
programa tractiviti most your child a needa. The dasignment recommended for your child is.	2
Check the option that applies. If reasons are needed in items ( or 7 one	a the Dich Tout Editor

Check the option that applies. If reasons are needed in items 6 or 7, open the Rich Text Editor to document them.



Genevie Holohan (328) «		Enrolled - Grade:
Select a NORA: NORA: 1 🔽 Date Sent: 11	/11/2009	
CONTACTS ACTIONS RECOMMENDATIONS	OPTIONS	
CONTACTS ACTIONS RECOMMENDATIONS	ортіонs te:(Include evaluation procedures, rep	orts, and other factors used i
CONTACTS ACTIONS RECOMMENDATIONS Reasons the recommendation is appropriationality in the recommendations)	ортіонs te:(Include evaluation procedures, rep	orts, and other factors used i

Enter the recommendations in the Rich Text Editor field.

## **Options tab**

» Genevie Holohan	(328) «	Enrolled - Grade: 12
Select a NORA: NO	0RA:1 🕑 Date Sent: 11/11/2009 📑	
CONTACTS ACTIONS	RECOMMENDATIONS OPTIONS	
Description of the opti		
Description of the opti	ions that were considered and the reasons wh	ly those options were rejected:
Options Considered:	Options tab: Considered 1	
Reason for Rejection:	Rejected 1	
Options Considered:	Considered 2	
Options Considered: Reason for Rejection:	Considered 2 Rejected 2	
Options Considered: Reason for Rejection: Options Considered:	Considered 2 Rejected 2	

Enter pairs of options considered and options rejected. Additional lines will be added each time you click on the bottom row. If no options were considered, it is wise to indicate that by entering N/A since the header will print on the final document regardless of the absence of text.



Select **IEP>Gifted IEP > Gifted Individualized Educational Program (GIEP)** from the menu. The following screen will display:

## General tab

Software	GIEP Review K12 High School - 2009-2010	School: K12 High School User: smithp Year: 2009-2010	
Main Menu     ▼     Evaluations     ▼     IEI       Image:	P ▼ Additional Documents ▼ Reports	▼ Admin ▼	(
» Genevie Holohan (328) « GIE General Participants present Le	P: 2 paz evels goals & outcomes support serv	Enro	lled 🔒
	Student Demographics		
Student Grade Level:       Kinder Full         GIEP Meeting Date:	GIEP Information (at start of this GIEP) (at start of this GIEP) (b)		
Document Status: Working Copy  Print Status: Draft Version			

The button under Student Demographics is a toggle to either show or hide student demographic information from the SIS.

Student Grade Level: Select the grade level the student is in at the start of this GIEP. Use the drop down arrow to display the list of grades.

Fill in the Dates as appropriate. Complete the Staff SD (School District) Representative field. This field is a lookup field.

## Recording the status of the document.

The **Document Status** field has two possible values *Draft* or *Finalized*. When the GIEP is complete with approval from all parties, change the status to Finalized. This flags the GIEP as read only and prevents changes. There are separate security rights to allow users to change the status. Be caution with granting the right to change the status.



# Participants Tab

(screen not shown here)

This screen provides fields to enter the names of individuals who will participate in the GIEP Review. It is similar to other participants screens.

# **Present Levels tab**

annhira S	Special Education and IEP Writer							
Doftware	GIEP Review K12 High School - 2009-2010	School: K12 High School User: smithp Year: 2009-2010						
Main Menu 🔻 Evaluations 🔻 I	EP 🔻 Additional Documents 🔻 Reports 🔻	Admin 🔻						
	Find Student:	$\square$						
» Genevie Holohan (328) « Gl	EP: 2 PA2	Enrolled 🔒						
GENERAL PARTICIPANTS PRESENT	LEVELS GOALS & OUTCOMES SUPPORT SERVICES	SUPPORTING DOCUMENTS						
A hility and assessment test score								
A. Ability and assessment test score.	3.							

This tab provides Rich Text Editor fields to enter the details for the IEP.



Senevie Holohan (328) « GIEP: 2 PA2 Enrolled	
GENERAL PARTICIPANTS PRESENT LEVELS GOALS & OUTCOMES SUPPORT SERVICES SUPPORTING DOCUMENTS	
II. GOALS AND OUTCOMES: A. ANNUAL GOAL NEW GOAL	
Goal: New Goal Seq 10 Remove	]
Annual Goal: (Measurable Annual Goal text must be entered to create a new Goal)	
	8
B. SHORT-TERM LEARNING OUTCOMES	-
Objective: New Objective Seq Remove	]
Objective Description (Description text must be entered to create a new Objective)	
Objective Criteria:	r
	r
Assessment Procedures:	
	1
Timelines:	
	8
C. SPECIALLY DESIGNED INSTRUCTION TO BE PROVIDED TO THE STUDENT.	_
SDI:	
Location:	
Frequency:	
Dates: Initiation: 🛛 🦉 Duration: 🧊 Sequence: 🔤	

This tab provides fields to record **Annual Goals, Short Term Objectives and Specially Designed Instruction**. These are all Rich Text Editor fields. In order for a Goal or Objective to be recorded, text must be entered in the fields. To add additional goals or objectives click the New Goal or New Objective button. This will open additional tabs for the additional goals. The SEQ (Sequence) box is a number that determines the order in which the goal or objective will display on the document. The sequence is numbered by 10's. This allows you to enter a new goal or objective and specify the sequence to come between two existing goals.



GIEP Review	Sch	ool: K12 High School
KT2 High School - 2003-	-2010 U: Yu	ser: smithp sar: 2009-2010
ns ⊽ IEP ⊽ Additional Documents ⊽	Reports 🔻 Admin 🔻	
Find Student:	<i>P</i>	(
328) « GIEP: 2 PA2		Enrolled 🔒
PRESENT LEVELS GUALS & OUTCOMES SUP	PORT SERVICES SUPPORTIN	DOCOMENTS
S NEEDED TO ASSIST THE GIFTED STUD	DENT TO BENEFIT FROM	GIFTED EDUCATION.
Dates: Beginning: 15 Dura	ation:	
	Dates: Beginning:   Additional Documents  Find Student: (328)  Find Student: (328)  GIEP: 2 PA2 PRESENT LEVELS GOALS & OUTCOMES  SUP SUP SUP Dates: Beginning:	IEP  Additional Documents  Reports  Admin    Image: Support Services Find Student: Image: Support Services Support Services   Image: Support Services Support Services Support Services Support Services   Image: Support Services Support Services Support Services Support Services   Image: Support Services Support Services Support Services Support Services   Image: Support Services Support Services Support Services Support Services   Image: Support Services Support Services Support Services Support Services   Image: Support Services Support Services Support Services Support Services   Image: Support Services Support Services Support Services Support Services   Image: Support Services Support Services Support Services Support Services   Image: Support Services Support Services Support Services Support Services   Image: Support Services Support Services Support Services Support Services   Image: Support Services Support Services Support Services Support Services   Image: Support Services Support Services Support Services Support Services   Image: Support Services Support Services Support Services Support Services   Image: Support Services Support Services Support Services Support Services   Image: Support Services Support Services Support Services Support Services

Complete the fields as necessary. Additional lines will be created when you fill in the lines that are displayed.

# **Supporting Documents Tab.**

Refer to the section Attaching Ancillary Documents to Special Ed documents for details on using this tab



## Attaching Ancillary Documents to Special Ed documents

Frequently there are ancillary supporting documents that should be included as part of special education documents. The IEP Writer provides a means of seamlessly attaching such documents so that the final version contains all the information as one cohesive package. Users can specify which ancillary documents should be included by selecting them from the district library. *The district library is managed through screens accessed from Admin>Options>District Option(refer to the section Setting District and User Options)*. Users can add other (i.e. documents not in the district library) documents to the special education document as needed. Attached ancillary documents become part of the special education document to which they are attached. Any ancillary documents can be opened for viewing. Users can specify which of the printable attached documents will be printed when the special education document is printed. They can also specify the order in which these documents should print.

On the screens for Evaluations, IEPs and GIEPs there is a tab called **Supporting Documents** as shown below on an IEP Review document:

» Genevie Holohan (328) « IEP: 1 PA2								/		Enrolled 🔒 🗋
GENERAL	PARTICIPANTS SPECIAL CONSIDERATIONS PI				PRESE	IT LEVELS	TRANSITION SE	BVICES	ASSESSMENTS	
GOALS & O	BJECTIVES	SERV	/ICES	EDUCATIONAL PLAC	емент	SUPPORTI	IG DOCUMENTS			

Clicking this tab will display a screen listing any ancillary documents currently attached to the special education document. The remainder of this section explains how to use the Supporting Documents screen.

(Continued on next page for continuity)



Clicking on the **Supporting Documents** tab will open a screen similar to the one shown below:

» Dino R	. Flintston	e (93023) «	IEP: 52 PA2			Enrolle	ed 🔒
GENERAL GOALS & O	BJECTIVES	S SPECIAL SERVICES EI	OUCATIONAL PLACEM	RESENT LEVELS ENT SUPPORTI	ITRANSITION SERVICES	ASSESSMENTS	
			Printable S	upporting Doc	uments		
Selected ite	ms will be inclu	ided when prii	nting this document. C	lick and drag on	the blue icon to reorder	items.	
	IEP D     IEP D     IEP D     Chang	ocument.pdf ocument.pdf ed: 01/04/201	D 10:22am			(aut	o)
	Gaski KT IE Chang	in Question P GaskinQs ed: 01/04/201	<b>s .<u>pdf</u> D 11:45am</b>			PD	F
		Uplo	ad New Document	Add Documer	t from District Library		
			Other Su	oporting Docu	ments		
	Actions		FileName		Туре	Changed	
		Uplo	ad New Document	Add Documer	t from District Library		

This screen lists the ancillary documents that are currently attached to the SE document (the term SE document will be used to designate any special education document throughout the remainder of this section). Additional documents can be attached to the SE document from either the district library or another source. This screen also lets you specify whether or not an ancillary document should be printed along with the SE document. The edit icon provides read only access to any attached ancillary document. Documents can be removed from the current SE document as well.

The Supporting Documents screen is partitioned into two sections. The top section titled Printable Documents lists those documents that **can be printed as part of the SE** document when it is printed. The bottom section lists other documents that **cannot be directly printed as a part of the SE document** but which are always attached to the special education document and available for review as supporting documents.



Supporting documents can be added from either the district library or any other source. *The documents in the district library are defined through tools provided in Admin>Options>District Options. Refer to the section Setting District and User Options for specifics.* 

**NOTE**: All attached documents can be opened for review. Clicking on the document name will open it in **read only mode**. To make changes to the document, a copy must be created and saved. Changes to the copy can then be made using appropriate software.

Districts that wish to maintain a collection of documents that must be edited by users of IEP Writer users should place these documents in the Other Documents section. Users can access the document by clicking the document name. This will open the document in read only format. To edit the document, save a copy. Then use the software that first created the document to make changes in the copy. Save the copy and attach it to the special education document. **Changes to a document should be made BEFORE it is attached to a special education document**. Once a document is attached, it will be accessible as a READ ONLY document

The intent is to allow a district to store a consistent version of a given document that can be used as a "template" for all users. Users then create and edit a copy of the document, save the copy, and attach the revised document to the SE document.

It is essential for user to remember that in order for a document to be automatically printed when the special education document is printed, it MUST be a PDF. Users will need access to software that creates PDF documents from source documents.


#### Adding documents from the District Library

On the Supporting Documents screen, click Add Document from District Library. The following screen will open:

Attach	n Dist	rict Documents				_ 🗆 ×
This Plea:	screei se che	n will allow you to copy Supporting Docum ack each document you wish to copy.	ients from your District librai	ry to tł	his document.	
Pri	intable	e Documents:				
Co	ру	ltem	Туре	Cha	anged	
	]	IEP Cover Page <u>KT_IEP_CoverPage.pdf</u>	PDF		12/17/2009 04:43pm	≡
	]	Gaskin Separator <u>KT_IEP_GaskinSep.pdf</u>	PDF		12/17/2009 04:43pm	
	]	Gaskin Questions <u>KT_IEP_GaskinQs.pdf</u>	PDF		12/17/2009 04:43pm	
	]	Appendix B. Alertnow Agent <u>AlertNow-Summary.pdf</u>	PDF		12/17/2009 04:43pm	
, ∟_01	ther D	ocuments:				
Co	ору	Item	Туре		Changed	
		Support BEO-718612.doc	Oth	ner	12/17/2009 04:54pm	
		<u>Using in a Sandbox.txt</u>	Te	ext	12/17/2009 04:43pm	
		apple-touch-icon-precomposed.png	Ima	age	12/17/2009 04:43pm	
		apple-touch-icon.png	Ima	age	12/17/2009 04:43pm	
C0	ру Nov	v!				~

The screen is partitioned into two sections: **Printable Documents** and **Other Documents**. Printable documents are those which can be directly printed by the IEP Writer when the SE document is printed. **Printable documents MUST be stored as a PDF**. Other documents can be attached to a SE document. They can not be printed as part of the SE document output. Users can access such documents through the IEP writer for read only review. These documents can be printed independently by the native application. Check the document(s) to be attached to the SE doc and click Copy Now.

NOTE: Clicking on the document name will open it in read only mode. To make changes to the document a copy must be created (*Save As*) and edited using the appropriate software. After the copy is saved, it can be attached.



Documents from sources other than those in the District Library can be added to the SE document by clicking on Upload New Document This will open the widow shown below:

Section Title:		
New File:	Browse	
	Save Changes Car	ncel

The **Section Title** is the name that is displayed on the supporting document list.

Designate the source file in the **New File** field. The Browse button allows you to search your hard drive folders to designate the desired file. Click Save Changes to add the designated file to the list of ancillary documents associated with the current SE document.



» Dino R	. Flintsto	ne (93023	) « IEP: 52 paz				Enrolled 🔒		
GENERAL	PARTICIPAN	ITS SPECIA	L CONSIDERATIONS	PRESENT LEV	ELS TRANSITION SER	VICES ASSESSMENT:	<mark>s</mark>		
GUALS & C	BJECHVES	SERVICES	EDUCATIONAL PLACE	IMENI SUPP	ORTING DOCUMENTS				
	Printable Supporting Documents								
Selected ite	ems will be inc	luded when	printing this document	. Click and dra	g on the blue icon to r	eorder items.			
	✓								
	IEP Chan	Document.p ged: 01/04/2	o <u>df</u> 010 10:22am						
🗹 🌌 🗡	🛊 Gas	kin Questi	ons				PDF		
	KT I Chan	EP Gaskin ged: 01/04/2	<u>Qs.pdf</u> 010 11:45am						
🗆 🗹 🗡	Chan	wide IU al ged: 01/04/2	<u>nd_Districts.pdf</u> 010 11:50am				PDF		
	Upload New Document Add Document from District Library								
			Other S	Supporting D	ocuments				
Actions	<u>Support E</u>	3EO-71861	FileName 2.doc		<b>Type</b> Other	Changec 01/04/2010 11:	<b>l</b> 52am		
		<u>Ur</u>	oload New Documer	n <u>t</u> <u>Add Docu</u>	iment from District Li	brary			

The Supporting Documents screen is partitioned into two sections. The top section lists documents which **can be printed** when the SE document is printed. The check box to the left of the document indicates whether or not the document **will** be printed by the IEP Writer when the SE document is printed. (*See note below*) The SE document itself will always be included in the list and will be checked by default. Checked documents will print in the order in which they appear on the screen. The print order can be changed by dragging the document to order them as desired by clicking on the green up/down arrows.

The bottom portion of the screen lists documents that are **not** available to be directly printed by the IEP Writer but which are included as part of the SE document. Non PDF documents are NOT printed by the IEP writer but can be accessed for review and independent printing by clicking on the document name.

**IMPORTANT NOTE**: In order for a document to be automatically printed by the IEP Writer, it **MUST BE A PDF**. Documents that are not in PDF format can not be included in the top section of the supplemental documents screen. Users will need to convert documents to PDFs using district supplied PDF creation software prior to uploading them if they want them to be directly printable.



Clicking on the document file name (in blue) in either the top or bottom portion of the screen will open the document in read only mode. The document will be opened using the software used to create it in **read only mode**. In order to make changes to the document, a copy must be saved.

#### **Removing Ancillary Documents (from the SE doc)**

To remove an ancillary document from the SE document, click the red X next to the document name. This deletes the document from the SE document (but NOT from the district library or your hard drive).

#### Changing the Title or Source Document.

To change the section title or the source file of an ancillary document, click on the **Edit** icon next to the document name. This will open the following window:

	Printable Supporting Documents									
Selected items will be includ	ded when printing this document. Click and drag items to	reorder them.								
Section Title: Filename: Last Changed: Formati	Conformance Summary Statement CSIU-Summary.pdf 12/21/2009 10:11am	PDF								
Replace with File:	Browse	(auto)								
	Save Changes Cancel									

The Section Title is the name that is displayed on the document list. You can edit it as desired.

To change the source file, designate the desired file in the **Replace with File** field. The Browse button allows you to search your hard drive folders to designate the desired file. Click Save Changes to replace the source file.



#### **Enrolling a student in Special Education (Student Date of Entry)**

After all the required documents have been completed and signed, it is necessary to formally enroll the student in special education. The Special Education – IEP writer will recognize a student as active in Special Education only after recording the date on which he entered special education. To enter this date, you need to go to the **Student Date of Entry** screen by selecting **Main Menu>Student Date of Entry**)

eral Information Special Education Status:		Evaluation Status:	
Not Active in the Special Ed.		No evaluation in progress	
Special Education Service Providers:		Evaluation Service Providers:	
Primary Provider:	*	Primary Provider:	*
Related Provider(s):	~	Related Provider(s):	*

As shown above, the status initially is **Not Active in Special Ed**. To make the student active in special education you will need select the **Special Education** tab

#### **Special Education tab**

Richard William Smith (290)           General         Evaluation           Special Education         Special Education	tion Testing	Student PIMS/Penn Data	Not Enrolled
Special Education         Date Entered Spec Ed:         IEP Meeting Date:         IEP Implementation:         Waiver Date:         IEP Revised Date:		Date Exited Spec Ed: Reason Exited: NOREP Date: Amount of Sp. Ed. Services: Type of Support: Ed. Environment Percent: 0.00 %	(ex: 60.72)
Equitable Participation Services Pl LRE Category/Location of Intervent	an for Students i on:	in Non-Public Schools: 🔽 🗸	

To enroll the student in Special Education, fill in the **Date Entered Special Ed** field and save the screen. Upon saving the screen, the student's status will change to **Active in Special Education**.



At this point, you can also complete the other fields of the Special Education tab as appropriate, but the critical date is Date Entered Special Education. You can return to this screen to record other dates as needed.

The other tabs on the Student Date of Entry are

#### **General tab**

homas Elicker (36	5) Special Education Testing S	tudent [	Grade	10 - Enrolle
eperal Information				
Special Education	Status:		Evaluation Status:	
Active i	n Special Education		No evaluation in progress	
Special Education	Service Providers:		Evaluation Service Providers:	
Primary Provider:	Jamie Howe	*	Primary Provider:	~
Related Provider(s):	Esmir Becirovic	~	Related Provider(s):	~
		~		

This tab shows the student's status in Special Education. You can specify the student's Primary and Related service providers on this screen by choosing a provider from the drop down list (*see note below*). The list contains names of staff members given a role of Special Ed Staff in any building in the SIS.

**NOTE:** This screen is one place where you can record the student's primary and secondary service providers. Most often, recording this information on this screen will be done when a student is initially enrolled in Special Education. See the section **Working with Case Managers** for additional information regarding assigning service providers.



#### **Evaluation tab**

Thomas Elicker (365)	Grade 10 - Enrolled
General Evaluation Special Education Testing S	itudent PIMS/Penn Data
Evaluation	
Perm. to Evaluate Sent:	Perm. to Reevaluate Sent:
Perm. to Evaluate Recd:	Perm. to Reevaluate Recd:
Evaluation Sent Date:	Reevaluation Sent Date:
Primary Disability:	▼
Secondary Disability:	×
Additional Disability:	
Additional Disability:	V

This tab provides fields to record dates related to student evaluations. These fields are **not automatically filled in** with the dates entered on the Permission to Evaluate, Initial Evaluation or Re-evaluation screens and therefore must be manually entered.

#### Testing tab

Thomas Elicker	· (365)	Grade 10 - Enrolled
General Evaluation	Special Education Testing Student PIMS/Penn Data	
Testing		
PSSA/PASA:		
Accommodations:	01 - Participation in PSSA	
	02 - Participation in PSSA with Accomodations	
	03 - Pennsylvania Alternate Statewide Assessment(PASA) 04 - Religious Exemption	

This screen provides fields to record what testing the student will participate in and to indicate if any accommodations apply. Select the appropriate value from the drop down list.



Thomas Elicker (3	65)		Grade 10 - Enrolled
General Evaluation S	pecial Education Testing Stude	nt PIMS/Penn Data	
Student			
PA Secure ID:		Gender: Male	
Birth date:	10/10/1998	Grade Level: 10	
Building:	03 - K12 High School		
Anticipated Grad Year		MA Number:	
LEA AUN Number:	123098000		

This tab displays demographic and other information about the student.

#### The PIMS/Penn Data tab



This tab provides fields to record whether or not the student is Gifted, has a GIEP or an IEP. This data is NOT what is displayed in the Enrollment 2 screen in the SIS. The SIS reads data from what is entered in the Special Services PA screens. Admin>PIMS Area>Special Services (PA). See the section titled Recording Data for PIMS Reports for more in formation.



All the fields required for special education PIMS reports are provided in the Special Services PA section. To access these fields select **Admin>PIMS Area>Special Services (PA).** 

Doftware	PA Special Services K12 High School - 2006-2007	School: <b>K12 High School</b> User: <b>smithp</b> Year: 2006-2007
Main Menu 🔻 Evaluations 🔻 IEP		orts 🔻 Admin 🔻
🗋 🔒 🎯 🌍 🗙 Find St	ıdent:	Clip Text and Dictionaries
		PIMS Area Special Services
Shields, Thomas (9999)		Staff Area
		Utilities 🕒
MAIN SERVICES EVENTS		Factor I from CIC
Special Services Information		Entered from SIS
Entry Date 🛛 👘 Exit Da	e 🗾 🗊 Exit Reason {N	Not Exited}
IEP Information		
IEP Development Date	IEP Implementation	n Date
Type of Service [No Service]	Type of Support	(No Support)
Exceptionalities	Neighborhood Sch	hool (No School)
Primary (None)	LEA Service Provi	ider 123098000
Secondary (None)	Location	(No Location)
Staff Service Provider {No primary staff member}	Education Environ	nment %
	Permission To Ev	al. / 🕅
	Evaluation Date	
	NOREP Date	
LRE Category (No LRE)	~	
PSSA/PASA	<b>~</b>	/

There are three tabs in the Special Services PA area. Each tab provides fields to record data required for PIMS reporting. Refer to your PIMS manual for information about what the state wants in each field. The field names are the same as those used in the PIMS report.

It is important to recognize that there the data in the Special Services PA fields can be entered either in the IEP Writer OR from the Student Information System. In the screen shot above, notice in the yellow Special Services Information line it indicates that the data was entered from the SIS. This is displayed the same way in the SIS. The special education office (persons using the IEP Writer) can enter or edit the data on this screen. Once the special education office makes any type of entry here, persons using the SIS will NOT be able to make any changes to the data for the given student. The idea is "the Special Education Office always wins". After the data has been entered through the IEP Writer, the SIS will notify those users that the data was displayed on their screens was entered from IEP Writer.



#### Working with Case Managers and Service Providers

Students active in special education must be assigned to a case manager who is responsible for the paper work. Additionally, service providers who work with the student will need to be assigned. These assignments are handled by selecting **Admin>Staff Area>Case Manager: Students.** 

Paul Smith (smithp)												
Case Manager: Smith. Paul (Super)												
Students assigned to this Case Manager: (Primary:2 Related:0)												
	Remove ID Student Name H.R. Grade Counselor Home Phone Provider Gifted											
	del	245	Liriano, Angela	B400	12	Dr. Azar		Primary	,			
	del	190	miley, Greg	101	10			Primary	,			
Enter Stu	udent ID's	to Ad	d:						Add Stude	ents		
Primary	Service P	rovide	er: 🔲 (Make this	Case M	anager	the Primary S	Bervice Provide	r for stude	ents being a	dded)		
	To ente	r more	than one student	at a tir	ne, type	e a comma l	between the st	udent nur	mbers.			
There is currently one student who does not have a Case Manager assigned as their Primary Service Provider.												

In the case manager field, select the individual with whom you wish to work. The system will display a list of the students assigned to this individual. The provider will be listed as either Primary or Related. If there are special education students who do not have a primary provider, they will be displayed in the list at the bottom.

There are two ways to assign a student to the individual specified.

- 1) Click on the student in the list.
- 2) Enter one or more student id's on the titled "Enter Student ID's to Add "

To make the individual a Primary Provider, check the box on the second line.

**NOTE**: Security rights determine what functions the user will have access to. Teachers who do not have authority to add or delete students from the list will not be able to do so.

**NOTE**: There can only be one primary provider for a student. If you change the primary provider for a student who already had someone designated as primary, the original primary provider will become a related provider and the newly named person will be primary.



#### Looking at the Student History (Main Menu / Student History)

As data is entered the software tracks the student's history in special education. This history can be reviewed by selecting **Main Menu>Student History** 

Teres	a Sebring (	(334)										Enrolle
IEP	History Eva	aluation Histor	y Referral I	History	Stude	ent Contacts	Gifted \	Writte	n Repo	ort		_
EP His IEP No.	tory IEP Start Date	IEP End Date	Grade Level	Status	STD	Evaluation No	Сору	1				

As shown, there are tabs allowing you to look at IEP History, Evaluation History, and Referral History, as well as tabs to show the Student Contacts and any Gifted Written Reports. In any tab, clicking on a line will open the screen from which the data is taken. The tabs are displayed in reverse order of the event sequence. What follows is an explanation of each tab in the order the data would have been recorded.

#### The Referral History tab

Teresa	a Sebring	(334)						Enr
IEP H	History Eval	uation Histor	y Referral	History Student	Contacts Gifte	d Written Repo	rt	
Referra	al History							
Ref. ID	Ref. Date	Direct Ref.?	interpreter?	Primary Language	Home Language			
1	09/10/2009	Y	N	ENG	ENG			
	03/10/2009	I		LING				

The data in this screen is based on data entered in the Student Referral screens. Clicking on any line in the list will open the associated referral.



#### The Evaluation History tab

<b>Feres</b> a	i Sebring (	(334)										Enrolle
IEP H	listory Eval	uation History	Referral H	listory St	udent Conta	acts						
_												
Evalua	tion History											
Evalua Eval No.	tion History Permission	Consent	Due	Days Out	Remaining	Report Date	Status	Dsbity?	STD	T <b>y</b> pe	New IEP	

This screen shows the data for any evaluations that exist. Clicking on any line will open the associated evaluation.

The date fields are important to note because they are determine deadlines. The **Permission and Consent** 

The **Days Out and Remaining** fields indicate how long it has been since consent was received and how many days remain until the evaluation report is due.

#### The IEP History tab

Teres	a Sebring (	(334)									Enrolle
IEP	P History Eva	aluation Histor	y Referral I	History	Stude	ent Contacts	Gifted <sup>v</sup>	Written Rep	ort	 	_
IEP His	story	IED End Date	Grado Lovol	Statue	STD	Exclustion No.	Com				
1 1	09/10/2009	IEP EIU Date	09	e	PA2	0	L oby				

This tab shows any IEPs that exist for the student with the most recent on top. Clicking on any line will open the associated IEP. Clicking on the Copy icon on any line will produce a copy of that IEP which can then be opened and modified (see the section "Developing a New IEP by Modifying an Existing IEP")



As noted in previous sections of the manual, it is possible to specify default options for specific fields on some screens. These defaults are defined by selecting Admin>Options>District Options to specify defaults that are at the district level, or selecting Admin>Options>User Options to specify defaults specific to a given user.

#### **Admin>Options>District Options**

#### **General Options tab**

Doftware	к	District Op 12 High School -	tions 2009-2010	School: K12 High Schoo User: smithp Year: 2009-2010	
Main Menu ▼ Evaluations ▼	IEP ⊽ Ac	lditional Documents	▼ Reports ▼	Admin 🔻	
🗋 🔚 🗟 ઉ 🌍 🗡					
District Options					
GENERAL OPTIONS	NS/REEVALUATIONS	IEP NOREP	PROGRESS REPORTS	SUPPORTING DOCUMENTS	
GENERAL OPTIONS GENERAL OPTIONS EVALUATIO Seneral Options Default Document Standard Return Mailing Address?	IS/REEVALUATIONS	IEP NOREP	PROGRESS REPORTS	SUPPORTING DOCUMENTS	
General Options Evaluatio General Options Default Document Standard Return Mailing Address? Rich Text Editor Rows Allow Clip Text in Documen	IS /REEVALUATIONS	IEP NOREP	PROGRESS REPORTS	SUPPORTING DOCUMENTS	
General Options Evaluatio General Options Default Document Standard Return Mailing Address? Rich Text Editor Rows Allow Clip Text in Documen Allow History Creation	IIS/REEVALUATIONS	IEP HOREP	PROGRESS REPORTS	SUPPORTING DOCUMENTS	

Set the values of the fields as desired. In the Default Document Standard, you will always want to specify the standard that is currently in use by the state.



#### **Evaluation Reevaluation and IEP tabs**

District Options	
GENERAL OPTIONS EN	ALUATIONS/REEVALUATIONS IEP NOREP PROGRESS REPORTS SUPPORTING DOCUMENTS
Evaluations/Reevalu	uations
ER Days to Compl ER Days to Warnir ER Days to Critica ER Use calendar d ER Print Blank Tex	ete 60 Ig 45 I 55 Iays? Yes V t Areas No V
Contact Defaults	BLD 02 BLD 03 BLD ALT
Contact	
Role:	School Psychologist
Contact Phone:	570-223-0765
Contact Email:	jhoweD@k12.com

There are two sections on this tab. The values in the top section determine how the system determines the status of an on going evaluation. Once permission has be obtained to evaluate a student, federal law exists governing the time the district has to complete the evaluation / reevaluation report. The **Days to Warning** value specifies the **number of days that have passed** since permission was received and at that point the system should display a warning that the evaluation deadline is approaching. The **Days to Critical** is similar except the system will flag the evaluation as being critical. As before, the value indicates the number of days that have elapsed since permission to evaluate was received. The Use Calendar Days field is a toggle. Selecting No will cause the system to use school days in the counts. The last field specifies whether or not the system should print fields that were left blank when the evaluation was completed.

#### **Specifying Contact Defaults**

The **Contact Defaults** tab, (*which is available on the ER/RR, IEP and NOREP tabs of District Options tab*).allows you to define what values will be automatically filled in on the contacts fields of the corresponding documents. There are actually three levels of defaults, a district level and building level and a personal level.(*The personal level defaults are accessed from Admin>Options>Personal Options*). The system uses a hierarchy to determine what values to populate the contacts fields with by default. First the system will check for personal level defaults. If any exist, they will be used. If no personal level defaults exist, the system will check for building defaults and use those if they exist. Finally, the system will check for district defaults. If no defaults exist, the corresponding contacts fields will be left blank for the user to complete.

The defaults and corresponding fields where they will be used are:

#### **Defaults set from**



Evaluations Reevaluations tab	Permission to Evaluate / Staff Contacts and Consent Permission to Evaluate Gifted / Staff Contacts and Consent
IEP tab	School Age IEP / Meeting Invitation / Meeting Specifics Gifted IEP / Invitation to GIEP Team Meeting / Meeting
Specifics	
NOREP tab	School Age IEP / NOREP/ Contacts Gifted IEP / NORA / Contacts

#### **Progress Reports tab**



This tab determines whether or not the menu item "Progress Reports (General) should be displayed on the School Age IPE menu.



District Op	tions			
GENERAL OPTI	ONS EVALUATIONS/REEVALUAT	IONS IEP NOREP	PROGRESS REPORTS	SUPPORTING DOCUMENTS
EVALUATION	GIEP IEP			Supporting Documents
	1	Printable Supporti	ng Documents	
Click and drag	items to reorder them.			
<b>×</b>	AlertNow-Summary.pdf Changed: 12/17/2009 04:43pm			PDF
		<u>Upload New E</u>	Document	
		Other Supporting	Documents	
Actions	FileName		Туре	Changed
		Upload New E	<u>Document</u>	
		, 2007 2000 AUGUSTON (12 2010)		

The Supporting Documents tab allows the district to add or delete documents to the district library. Such documents will be available to users of the IEP Writer to be included in designated special education document. The tabs **Evaluation GIEP and IEP** designate the specific SE document to which documents in the list apply.

There are two distinct document types which can be included in the district library. Printable Supporting documents must be stored as a PDF. Such documents can be printed as an integral part of the SE document when it is printed by the IEP Writer. They are also available for read only review.

Other Supporting Documents can be attached to any SE document. They will be available for read only review and can be printed independently by the application which created them. They can not be automatically printed by the IEP Writer.

The tabs **Evaluation GIEP and IEP** designate the specific SE document to which documents in the list apply. To upload a supporting document to the district library click on the desired document tab (*Evaluation GIEP or IEP*). Then click **Upload New Document**. The following window will open:

(next page)



Section Title:	
New File:	Browse
	Save Changes Cancel

The Section Title is the name that will displayed on Supporting Documents screens. The file to upload is designated in the New File field. Click the Browse button to search for the file. To upload the file to the district library click Save Changes



#### **Admin > Options > User Options**

General Options Evaluati	bns/Reevaluations IFP NOR	<del>ΖΡ</del>
Override District/Buildin	ng Contact Defaults:	
Role:	Clear	
Contact Phone:		
Contact Email:		

This screen allows the user to specify the personal level contact defaults. There is a check box to specify that what is set on these screens should override any defined building or district options. The areas to which the defaults will apply are identical to those in the District options selections.



#### **Document Locking**

Document locking is a mechanism that has been implemented to prevent two users from working on the same document at the same time. The reason two users should not be able to simultaneously work on a document is because the rule in all database systems is "*the last person to save wins*". IF you could open a document while another user was using it, the contents would be the same as the contents were when he opened it. If you made changes and saved, then the other user made DIFFERENT changes and saved, his changes would replace yours.

The system "locks" a document as soon as a user opens it so another user cannot access it while it is in use. If you attempt to open a "locked" document, the system will display the following telling you who is using the document.

Doftware		Ev K12 High Scl	valuation	(K <b>T</b> )	School: K12 High School User: bnewill Year: 2006-2007	
Main Menu 🔻 🛛 Staff 🔻	ER/RR 🔻	IEP 🔻	Progress ⊽	Admin	▼ Developer マ	
🎽 🗟 📚 🔂 🎒	$\times$	Find Student:			$\sim$	
Sara Angelique Alberts	(10001)				Evaluation No: 4 PA2	6
	Doc	cument has b	een locked by B	ill Newill.		

#### The Document Locks Utility Admin>Utilities>Document Locks Utility

oftw	are		Doo	Cument Lock Managemen K12 High School - 2006-2007 (KT)	School: K12 High Sch User: bnewill Year: 2006-2007	hool
Main Menu 🗢	Staff ⊽ E	R/RR 🤜	~	IEP ⊽ Progress ⊽ Adm	in 🗢 Developer 🗟	
🗋 📙 🗟 🌏 🤇	$\mathbb{E} \times \mathbb{E}$	2				
Document Lock	Managem	ent	ID	Student	Viewing all Docum	nent Locks
Document Lock	Managem	Type ER	ID 14	Student Flintstone, Dino	Viewing all Docum	Action
Document Lock User Newill, Bill Newill, Bill	Managem	Type ER ER	ID 14 4	Student Flintstone, Dino Alberts, Sara	Viewing all Docum Locked Mon 3/23/09 at 8:46am Mon 3/23/09 at 8:48am	Action Unlock Unlock
Document Lock User Newill, Bill Newill, Bill Newill, Bill	Managem	Type ER ER IEP	ID 14 4 12	Student Flintstone, Dino Alberts, Sara Flintstone, Dino	Viewing all Docum Locked Mon 3/23/09 at 8:46am Mon 3/23/09 at 8:48am Mon 3/23/09 at 8:46am	Action Action Unlock Unlock Unlock
Document Lock User Newill, Bill Newill, Bill Newill, Bill Newill, Bill	Managem	Type ER ER ER IEP	ID 14 4 12 41	Student Flintstone, Dino Alberts, Sara Flintstone, Dino Flintstone, Dino	Viewing all Docum           Locked           Mon 3/23/09 at 8:46am           Mon 3/23/09 at 8:46am           Mon 3/23/09 at 8:46am           Mon 3/23/09 at 8:46am           Mon 3/23/09 at 8:46am	Action Action Unlock Unlock Unlock Unlock Unlock

The Document Lock Management utility allows a user to view any existing "locked" documents. If the user has sufficient Security Rights, the user will be able to see all "locked" documents for all users.



If the user does not have sufficient Security Rights, the user will only see their own "locked" documents.

Locked documents can be unlocked by the person who originally caused the document lock and by a user with sufficient security rights. **Unlocking a document should be done with extreme caution**. The purpose of the document locking system is to prevent multiple users from modifying the same document simultaneously. Typically, the only reason a lock belonging to someone other than the current user should be removed is when it is KNOWN that the person who established the lock is not actually working on the document. This usually happens because that person either closed the browser while the document was still active in a screen, or closed the tab or window that was displaying the document.

Document locks are removed when a user navigates to another document or screen using the menus and when the user logs off the system or their session times out.

*Note:* Locked in this context is different from an IEP Status being set to Locked. In that context "Locked" means the document is read only and can not be modified without proper authority



#### Frequently Asked Questions about Locked documents

Question: Sometimes when I try to open a document I get a message like this:

Genevie Holonan (328) GIEP: 1 PA2	Enrolled
Document has been locked by Paul (Super) Smith.	
Document was locked on Mon 11/30/09 at 10:14am.	
If you have no other windows showing this document, you may unlock by clicking below Unlock	

What does this mean?

**Answer**: Document locking is a mechanism that has been implemented to prevent two users from working on a given document at the same time. In the above example, the system is telling you that the document you are attempting to access is already in use by Paul. You will not be able to work on it until it is no longer in use by Paul. The reason two users should not be able to simultaneously work on a document is because the rule in all database systems is "*the last person to save wins*". IF you could open the document while Paul was using it, the contents would be the same as the contents were when Paul opened it. If you made changes and saved, then Paul made DIFFERENT changes and saved, his changes would replace yours. The system "locks" a document as soon as a user opens it.

**Question:** Sometimes the system tells me that the document is locked by ME, but I'm not working on it. Why?

**Answer**: There are a few ways this could occur. Most commonly it is because at some point in the past you were working on the document and navigated away from it in such a way that the system does not recognize that you no longer are working on the document. Usually it is due to one of the following:

- Closing your browser while the document is open.
- Closing the window that is displaying the document by clicking the X on the tab.

Most Visited P Getting Starte	a 🔊 Latest Headines			
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	I. PRESENT LEVELS OF EDUCATIONAL PER	FORMANCE		
	Text for section A			
	B. Group and individual achievement measures:			
	Text for section B			



If either of these actions occur, the system still "thinks" you are working on the document after you close the window even if you have saved. Closing the window only affects what is showing on the screen. The servers do not realize you have closed the window. Therefore, the document is still flagged as being locked by you.

**Question**: What should I do if the system tells me the document is locked by me?

**Answer**: As long there are no windows or tabs active which display the document you can click the Unlock button shown on the dialog box. If the document is active in another window or tab, go to that tab, and you will be able to work on it there.

**Question**: How do I prevent documents from being locked when they shouldn't be?

Answer: Do not close the tab that is displaying the document or close your browser while the document is still showing on your screen.

- If you are done with the document and want to leave the IEP Writer, be sure you have saved the document, then click the Logout icon. Logging out will tell the system you are no longer working on anything and will remove any document locks.
- If you want to work with a different document, or with a different student, **use the menus** to navigate to the document or student with whom you wish to work. Accessing a different document or a different student will tell the system you are no longer working on the original document and will remove an document locks.

**Question**: What if I try to open a document and it is locked by someone else but I KNOW that that person is not working on it? Can I unlock it?

**Answer**: That all depends on the security permissions you have been granted by your district. If you have the rights to unlock documents that have been locked by other users you will be able to do so. If not, you will need to contact someone who does have such permission and have him unlock the document.

**Summary**: To avoid issues with documents being locked when they should not be, it is important for ALL users to follow proper procedures. The important things to remember are:

- DO NOT close the tab in which a document is being displayed.
- DO NOT close the browser while a document is being displayed.
- ALWAYS use the menus to navigate in the IEP Writer. DO NOT use the browsers Back or Forward buttons
- ALWAYS log out properly when you are finished with the IEP writer. DO NOT simply close your browser.



The Rich Text Editor will be launched anytime there is a field where text can be entered as shown below

PRESENT LEVELS	OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE Include the following information related to the student:
Present levels of academic achie curriculum-based assessments, transit	evement (e.g., most recent evaluation of the student, results of formative assessments, on assessments, progress toward current goals)

Clicking anywhere in the **text area** or on the **edit icon** will launch the Rich Text Editor as shown below.



The default size of the typing area displayed (the number of rows) is defined in Admin > Options > District Options >General tab. You can enlarge the editing several ways.

- clicking the Maximize icon on the toolbar This will open the editor as a full screen
- clicking on the **show/hide toolbar toggle**. This will either hide or redisplay the toolbar.
- dragging the sizing handle down.



🗏 Source 😽 🖺	i 🛍 🙈 📾 🤻 🔶	A 🤹 🔳 🥔		
BIU abs	$x_2 \times x^2$ $\frac{1}{3} \equiv = Check Spelling$		🙈 🙈 🍋	
🔲 🗏 🕹 Ω 🤜				
Styles 🔄 No	ormal 🔽 Font 🔽	Size 🔽 🗛 🗛	- 👜 🖻 🛎	

Shown above is the RTE toolbar. The icons in the toolbar provide access to functions used in preparing the document. Holding the mouse on any icon will display a tool tip that identifies the function of the icon as shown. The functions of each icon are summarized below:



Clicking the Source icon will display the HTML code that defines how the browser displays the document. Removing or altering any HTML tags will affect the way the document displays and how it is printed. Unless you know HTML, it is unlikely you will need this function.

#### **Copy and Cut functions**

The next set of icons are Cut, and Copy,.



Clicking the **Cut** icon will cause selected text to be removed from the document. The selected text will be placed on the clipboard.

NOTE: Depending on your browser, when you click on the Cut icon, the browser may display the following message:



If this message occurs you will need to use Ctrl-X to perform cut operation instead of the Cut icon or right click / cut.



Administrative Software Solutions Clicking **Copy** icon will cause selected text to be copied to the clipboard.

## NOTE: Depending on your browser, when you click on the Copy icon, the browser may display the following message:



If this message occurs you will need to use Ctrl-C to do copy operations instead of the Copy icon or right click / copy.



#### Pasting text that was entered from within the RTE

Although the RTE allows you to enter and format text, the document it produces is different from the documents produced by other word processing software. The RTE is actually creating an HTML document that can be displayed by a web browser. All HTML documents contain "tags". Tags are elements embedded in the text that define how the browser should display the text. These tags follow very specifically defined rules. The tags are required and must adhere to the defined rules. When you use the RTE to enter and format text, the editor is inserting the correct HTML tags. (*Other text processing software inserts proprietary tags that define how the text should be formatted*). When you copy (or cut) text created using the RTE, the HTML tags will also be copied. Therefore pasting text that was entered using the RTE is straightforward and can be done using the **Paste** icon.



When you click the Paste icon, the RTE will display the following:

ease paste inside the follov trl+V) and hit OK	wing box using the keyboard
Ignore Font Face definition Remove Styles definitions	IS

Although the text to be pasted in this case was produced by the RTE, K12 Systems has implemented the Paste function so that Paste operation will always be done as if you were pasting from Word. Since correct HTML tags were inserted by the RTE and no proprietary tags exist, the text will be properly formatted and inserted into the document. To complete the Paste, follow the directions displayed in the dialog box.



It is common to want to paste text created by Microsoft Word into a RTE document. Because Word is not designed to create HTML documents, the text will not contain HTML tags. However, the text will contain proprietary tags that are used exclusively by Word. To assure that the pasted text is displayed (and eventually printed) properly, it is necessary to either remove the proprietary tags or to translate the proprietary tags that exist in the Word source into equivalent HTML tags that define the same formatting. This is the purpose of the **Paste from Word** function when the source is a Word document. Paste From Word will **translate the proprietary tags in Word to correct HTML tags**.

Paste from Word.

Clicking this icon will display the following dialog box:

aste from Word	×
Please paste inside the following box using the keyboard (Ctrl+V) and hit OK.	
<ul> <li>✓ Ignore Font Face definitions</li> <li>✓ Remove Styles definitions</li> </ul>	
OK ► Cancel	×

Follow the directions in the dialog box to complete the paste. The RTE will translate proprietary tags that exist in Word to the corresponding HTML tags to preserve the formatting elements. The check boxes on the bottom left of the dialog box should both be checked (the default). This instructs the RTE to NOT translate Word fonts and to remove Word Styles.

**Note:** Not translating Word fonts is desirable because translating such font definitions may cause the document being produced to have many different fonts.. You have the option of selecting fonts using the RTE tools after the text has been pasted.

**Note:** The Paste from Word function will correctly translate the proprietary Word tags in most cases. However, K12 cannot guarantee that pasting from other software will result in properly formatted text 100% of time.



#### Pasting text from other (non Word) documents.

It is common to want to paste text created by software other than Word into a RTE document. Because these other text processing programs are not designed to create HTML documents, the text will not contain HTML tags. However, the text is likely to contain hidden elements (proprietary tags) that are used by that package. Since the source of non Word documents is not known, it is impossible to translate proprietary tags since they would vary depending upon the text editor used to create the original document. When text from a non Word text processing program is pasted into the RTE, it is necessary to **remove all proprietary tags**. This is the purpose of the **Paste as Text** icon. **The Paste as Text function will remove ALL proprietary tags**. These tags are likely to have defined various formatting. Therefore, the formatting present in the original document will be lost. You can then use the RTE to format the text.



Clicking this icon will display the following dialog box:

using an	e keyboard	

To complete the Paste, follow the directions displayed in the dialog box. All proprietary tags will be removed from the text.



ABC Spell Check icon:

Clicking this icon will perform a spell check of the text. The following dialog box will open. Misspelled words will be highlighted and options for editing provided as shown:

Demo	ograhics tab	
Info	frm parents.	
	Not in dictionary:	
	Not in dictionary: Demograhics	
	Not in dictionary: Demograhics Change to:	
	Not in dictionary: Demograhics Change to: Demographics	Ignore Ignore All
	Not in dictionary: Demograhics Change to: Demographics Demographics	Ignore Ignore All
	Not in dictionary: Demograhics Change to: Demographics Demographics	Ignore Ignore All Replace Replace All
	Not in dictionary: Demograhics Change to: Demographics Demographics	Ignore Ignore All Replace Replace All Undo

#### Undo/ Redo changes



These icons allow you to undo or redo recent changes.



### 🖁 Find

Clicking the Find icon will open the window shown below:

Find and Replace	
Find Replace	
Find what:	Find
<ul> <li>Match case</li> <li>Match whole word</li> <li>✓ Match cyclic</li> </ul>	
	Cancel ×

This window allows you to specify the text you wish to search for with options to filter how the search should function. If the designated text is found the cursor will move to that position and the text will be highlighted. You can search for the next occurrence by clicking the blue **Find** button (in the window) again.

The search filters are:

- Match Case: Checking this box will find text whose case exactly matches the target.
- Match whole word: Checking this box will find any text matching the search target that is contained in a complete word and ignore text embedded in other text. If the box is unchecked the function will find the target anywhere it occurs.
- Match cyclic: Checking this box will start the search at the beginning of the document and will allow you to continue clicking the blue Find button. It will continue to the end of the document and then start over at the top. Leaving the button unchecked will start the search at the cursor. Repeated clicks of the blue Find button will search forward. The search will end at the end of the text.

**Note**: *There are two tabs on this window They allow you to toggle between the Find function and the Replace function.* 





Clicking the Replace icon will open the window shown below:



This allows you to specify the text to replaced and the replacement text. Repeated clicks on the blue **Replace** button (in the window ) will move the cursor to the next occurrence of the target text. To replace the text click the blue Replace button while the text is highlighted. Clicking the blue **Replace All** button will automatically replace all occurrences of the target.

The search filters are:

- Match Case: Checking this box will find text whose case exactly matches the target.
- Match whole word: Checking this box will find any text matching the search target that is contained in a complete word and ignore text embedded in other text. If the box is unchecked the function will find the target anywhere it occurs.
- Match cyclic: Checking this box will start the replace at the beginning of the document and will allow you to continue clicking the blue Replace button. It will continue to the end of the document and then start over at the top. Leaving the button unchecked will start the search at the cursor. Repeated clicks of the blue Replace button will search forward. The search/replace will terminate at the end of the text.

**Note**: There are two tabs on this window They allow you to toggle between the Find function and the *Replace function*.



The RTE supports the creation of tables. To insert a table use the Table icon.

#### Inserting a table.



Table icon

Clicking the Table icon will open the **Table Properties** window:

Rows Columns 2	Width 100 percent ❤ Height pixels
Headers None Border size Alignment Not set>	Cell spacing 1 Cell padding 1
Summary	
	OK ► Cancel ×

Fields in the Table Properties window are:

- Rows: Specify the number of rows in the table
- Columns: Specify the number of columns in the table
- Width: The value defines what percent of the page width the table will occupy. This will default to 100 Percent. This means the table will span across the full width of the page. Tables copied from Word will be automatically set to a width of 100% as well.
- Headers: The choices are None, First Row, First Column or Both. Specifying a row or column as a header will center the text in that row or column. Text in remaining cells will be left aligned.
- Alignment: The choices are not set, Left, Center or Right. This specifies the placement of the table on the page.
- Caption: Specifies the text to appear directly above the table.
- Border size: Specifies the width of the table border (the outside line)



Administrative Software Solutions Clicking OK will insert the table at the cursor position. Text can then be entered in the cells.

#### Changing table properties.

To change the table properties Right click on a table in the RTE. The following window will open:

 of	Cut		
 Ē.	Сору		
i)	Paste		
	Cell	۲	
	Row	۲	
	Column	۲	
	Delete Table		
	Table Properti	es	

To change the table properties click on Table Properties. The Table Properties window (see figure above) will open and you can modify any fields.

#### **Adding Rows**

Position the cursor in a row. Right click the table. Point at Row. The following window will open:

Row •	Insert Row Befor
Co <mark>Row</mark>	Insert Row After
Delete Table	Delete Rows

Select one of the Insert Row options.

#### **Adding Columns**

K12 Systems recommends you do not add columns to an existing table.



Position the cursor in the desired row or highlight multiple rows. Right click the table. Point at Row. The following window will open:

Row •	Insert Row Befor
Co <mark>Row</mark>	Insert Row After
Delete Table	Delete Rows

Select **Delete Rows**. The selected rows will be deleted.

#### **Deleting columns.**

Position the cursor in the column you wish to delete or highlight multiple columns. Right click the table. Point at Column. The following windows will open:

Row *	
Column +	Insert Column Be
Del{ <mark>Column</mark> e	Insert Column Af
Table Properties	Delete Columns

Select **Delete Columns**. The specified column(s) will be deleted.

#### Merging or Splitting cells.

To merge or split a cell, position the cursor in the desired cell(s). Right click the table. Point at Cell. Click Cell Properties. The Cell Properties window will open:

Cell Properties			۲
Width Height Word Wrap	25 percent 🗸 pixels	Cell Type Rows Span Columns Span	Data 💌
Horizontal Alignment Vertical Alignment	<not set=""> 💙 <not set=""> 💙</not></not>	Background Color Border Color	Choose Choose
		ок	▶ Cancel ×

The Columns Span field defines how many columns of the table the cell should occupy. Setting the value to a whole number less than or equal to the number of columns in the table will have the effect of merging the cells into a single cell spanning the specified number of columns.



The Rows Span field defines how many rows of the table the cell should occupy. Setting the value to a whole number less than or equal to the number of rows in the table will have the effect of expanding the cell to span the specified number of rows.

**You cannot split cells in a table**. However, if you previously merged cells (used the Column Span value), you CAN un-merge them. Set the Column Span value to 1 (or leave it blank)

#### **Deleting a table**

To delete a table, you MUST use the Delete table tool. Right click on the table. Click on Delete Table.



Information from the parents

 $X_2 X^2$ 

Normal

Source

Styles

#### **Controlling Page Breaks for Printing**

The IEP Writer implements "smart page breaks" This feature assures that page breaks are placed so that when the document is printed text that should be together will be. Smart page breaking will assure that so called 'widows" and "orphans" do not happen. For example, smart page breaks will not allow the header of a section to appear as the last line on a page, with the text associated with that header on the following page. The IEP Writer will automatically insert a page break to force the header onto the page containing the opening text.

Users can also control the placement of page breaks by using the **Insert Page Break for Printing** icon.

# Insert Page Break for Printing icon

Font

To insert a page break, position the cursor where you want the new page to start. Click on page break will be inserted. The editor will display the **page break** as shown below:

The RTE implements "smart page breaks" This feature assures that page breaks are placed so that when the document is printed text that should be together will be. Smart page breaking will assure that so called 'widows" and "orphans" do not happen. For example, smart page breaks will not allow the header of a section to appear as the last line on a page, with the text associated with that header on the following page. The RTE will automatically insert a page break to force the header onto the page containing the opening text.

Size

The RTE implements "smart page breaks" This feature assures that page breaks are placed so that when the document is printed text that should be together will be. Smart page breaking will assure that so called 'widows" and "orphans" do not happen. For example, smart page breaks will not allow the header of a section to appear as the last line on a page, with the text associated with that header on the following page. The RTE will automatically insert a page break to force the header onto the page containing the opening text.

٠


To insert a line in a RTE document use the **Insert Horizontal Line** icon.



Position the cursor where you wan the line to appear. Click the 📃 icon. A solid black line will be inserted in the text.

## Formatting Text.

The RTE tool bar has numerous icons with which text can be formatted. These icons shown below:



These icon are very similar to those used in Word. Hovering the mouse over any icon will display a tool tip for the icon.



## viewing the structure of the KTE text.

Sometimes it is useful to be able to see how the text in a document is organized. K12 Systems assumes most users will not be familiar with HTML. To allow such non-technical users to see how the text in the editor is organized without looking at the underlying code, the **Show Blocks** function is provided.



### Show Blocks icon

Clicking this icon will display the general structure of the document. An example will illustrate this best.

The following is a section of text as it is normally displayed.

See next page



Here is the same text displayed after clicking the Show Blocks icon:

Styles 🔄 Normal 🔄 Font 🔄 Size 🔽 🗛 🗛 🏟 🔂 🗃 🗃
<sup>P</sup> This block is the first paragraph in the text. The Enter key was pressed here.
<sup>P</sup> This block is the second paragraph in the text. The Enter key was pressed twice here.
P
<sup>P</sup> This block is the 3rd paragraph. Instead of pressing enter Shift-Enter was pressed here. 1;;;; ;;;;

The blocks are shown as boxed areas with the P symbol inside. You can think of each block as equivalent to a paragraph. Blocks were created when the Enter key was pressed.

The ability to see where Enter keys were pressed may be useful in editing text.

The Show Blocks feature is similar to the Show/Hide feature in Word or the Reveal Codes feature in Word Perfect.

The Show Blocks icon is a toggle. Clicking it will either display or hide the block structure.



The Clip Text feature of the Rich Text Editor is a tool that allows users to define, catalog and insert pre-defined text into specific sections of a document. The IEP-Writer automatically organizes clip text based on the section of the final document in which the text will appear. The system will catalog clip text sections into one of two categories: **District Clip Text** and **Personal Clip Text**. District level clip text is available to all users of the IEP Writer. Personal clip text is available only to the user who saved it. The following section describes how to define and save clip text and how to insert defined clip text in a document.

## Saving Text as Clip Text

After you have entered text into the RTE you can save it as clip text. If you have necessary security rights you will be able to save the text as either District Clip Text or Personal Clip Text. All users can save text as personal clip text. The system will catalog the clip text based on the field in the document where it is created and will be available for insertion ONLY into that field.

Suppose we are working on an IEP and are filling out the section Present Levels of Academic Achievement and Functional Performance and have typed some text into the editor as shown below.

	PRESENT	LEVELS	OF ACADE Include the	MIC ACHIE	VEMENT A rmation relat	ND FUNCT ed to the stud	ONAL PERFORMA	NCE
resent lev urriculum-ba	els of acade	emic achie ents, transitio	vement (e. on assessme	.g., most recer nts, progress t	t evaluation oward curren	of the student it goals)	, results of formative a	ssessments,
🗟 Source	* 🖻 🖬 🕯	🍓 📾 🚳	← → 4	A 🤹 🔳 🥔		Ω 🤜 📇		
B I U	ebe X <sub>2</sub> X <sup>2</sup>	1∃ ⊟ €	= 🚛 🕫 🛛		🙈 🙈 🏱			
Styles	Normal	<b>Font</b>	SI	ize 🔽 🗛 🖌	A - 🏚 🖻	2		-
Cheyenne instruction Cheyenne	is currently a 1- in the life skills attends art, hor	4 year old st class. She is ne economic	udent enrolle mainstreame s , library , b	d in the 8th gra ed with her pee and once a we	de Life Skills rs for gym, br ek with the life	classroom. Ch nch, assemblie: e skills class.	eyenne is receives all a s and extra-curricular ac	cademic ctivities.
Reading- ( measureme about (1) o	Cheyenne was ; ent. The QRI is conditions unde	administered an individua r which stud	the Qualitati lly administer ents can iden ation_decodi	ve Reading Inv red informal re: tify words and ng and\or com	entory-4 (QR axing inventory comprehend to prehension. Th	I-4) in Septem y designed to p text successful	uber 2006, as a curricul provide diagnostic inform ly, and (2) conditions th Reading Inventory inclu	um based mation at appear dec word

You can save the entire text from the section (the default), or highlight the text you want to save.

1) Click the **Save Clip Text** icon



This will open the Clip Text Save window with either the complete text or selected text from the current section in the editor window.

🖹 Source 🖌 👍 🖻	🔒 📾 🗛 🔺	44 et 🗆 🖉	□ = <u>.</u> ^	<b>,</b> ,	
Styles  Normal	S−	Size			
Cheyenne is currently a instruction in the life skil Cheyenne attends art, h	14 year old student enro s class. She is mainstrea ome economics , library	lled in the 8th grade med with her peers f , band once a week	Life Skills class for gym, lunch, a with the life skill	oom. Cheyenne is r ssemblies and extra- s class.	eceives all academic -curricular activities.
Reading- Cheyenne was measurement. The QRI about (1) conditions und to result in unsuccessful lists and passages at pre Cheyenne's reading perf At the 4th grade level sh	administered the Qualit is an individually adminis ler which students can id word identification, deco primer through high scho ormance suggests that h is identified 17/20 (85%	ative Reading Invent tered informal readin lentify words and co- oding and\or compre- ool level. It includes to er highest instruction ). Cheyenne was giv	cory-4 (QRI-4) in mg inventory desi mprehend text so hension. The Qu but narrative and al level for sight ren a sight word	n September 2006, gned to provide diag accessfully, and (2) alitative Reading Inv expository passage word vocabulary is ist at the 5th grade 1	as a curriculum based gnostic information conditions that appear ventory includes word s. A review of at the 4th grade level. evel in which she was
ody p to Save As:					
	rite Existing Item				
v Clip Text Item O0verw xt type: ⊙District Level C	Personal Level				

This window is another instance of the RTE. You can make any changes to the text in this window.

To add the text to the clip text catalog, specify the following using the buttons and fields on the lower left:

- New Clip Text Item will create a new item. Use the buttons to specify the Level and Name of the item.
  - District Level or Personal Level.
    - You will only be able to save at the District level if you have sufficient security rights. All users can save personal clip text.
    - Title.
      - The title will be the name under which the text is saved. It will be listed as a choice when you want to insert clip text.
- **Overwrite Existing Item** will open a list showing all the saved clip text (for this section). To replace an existing item highlight it in the list and click save.



The system will automatically save the text under the section of the document you were working on. The text will be available for insertion ONLY within that section.

## Making Clip Text "generic".

It may be expedient to create clip text that it is somewhat generic before you save it. Consider the text from the example above:

A DRA was administered to Sara on 2/20/09 on a Level L.(Mid-2nd grade). She read with 96% accuracy, self-corrected better than 1:2 miscues and read at 54 words per minute, which is at a 1<sup>st</sup> grade level.. Her fluency score was 9/16 (Instructional) and her Comprehension score was 15/28 (Instructional). The DRA results show that she is instructional in the areas of prediction, retelling (including sequence of events, characters and details), language/vocabulary. She needed 1-2 teacher prompts to predict and retell. She scored at the Intervention level in the Interpretation category showing little understanding of important test implications. She scored as Independent on the Reflection category by identifying a specific event and providing reasons for her opinion. Her probes were 52 WPM and her Foresight was Below Basic.

Some of the text is very specific to the child (Sara). If it was saved as clip text and subsequently inserted in a document, you would need to edit all such child specific items. If you forget, you run the risk of producing a document that has text that would not be accurate for the individual. Therefore, it is wise to use "place holders" in the clip text and then use the replace tool in the RTE to fill in the correct data. Using the text above, you might do something like:

A DRA was administered to <a href="https://www.enablight.com">https://www.enablight.com</a> on <a href="https://www.enablight.com">date</a>. On a Level L.( Mid-2<sup>nd</sup> grade). She read with <a href="https://www.enablight.com"><a href="https://www.enablight.com">date</a>. On a Level L.( Mid-2<sup>nd</sup> grade). She read with <a href="https://www.enablight.com"><a href="https://www.enablight.com">date</a>. On a Level L.( Mid-2<sup>nd</sup> grade). She read with <a href="https://www.enablight.com"><a href="https://www.enablight.com">date</a>. On a Level L.( Mid-2<sup>nd</sup> grade). She read with <a href="https://www.enablight.com"><a href="https://www.enablight.com">date</a>. On a Level L.( Mid-2<sup>nd</sup> grade). She read with <a href="https://www.enablight.com"></a>. Additional additionadditional additionadditional additional additionadditionadd

The idea is to create "place holders" like <name> and <date>. Now when you insert the clip text into a document, you can use the Replace function in the RTE to replace <name> with the appropriate name, <date> with the appropriate date etc. If the name occurred several places in the text, replacing all occurrences of <name> with the appropriate name will correctly replace every occurrence.



# Inserting Clip Text in the document.

Saved clip text can be inserted into the RTE using the Get Clip Text icon



# Get Clip Text

This will open the window shown below:

#### Insert Clip Text

Parental Concerns - District Level Concerns List			<u>^</u>
Concerns List <i>Parental Concerns - Personal Level</i> Sample Clip Text 1			
			~
ilip Text Viewer:			

Select the clip text item you wish to insert from the available clips. **Notice that ONLY items that apply to the section of the document on which you are working are listed for insertion** (in this case Parental Concerns). You can scroll to see all the clip text items for the active section. The selected text will be displayed in the Clip Text Viewer. Click **Insert** to insert the clip text in the RTE.



Users with sufficient security rights can create and edit clip text items in either the Personal or District level. Managing clip text is done by selecting Admin>Clip Text and Dictionaries>Clip Text Maintenance.

	nhire	Speel	ial Educatio	n a	nd IEP <b>\</b>	Nrite	•	
	tware		Clip Text Mai K12 High School	nter - 2006	ance 5-2007		School: <b>K12 High School</b> User: <b>smithp</b> Year: <b>2006-2007</b>	
Main Menu 🔻	Evaluations 🔻	IEP 🔻	Additional Documents		Reports 🔻	Admin	▼	
🗋 🗟 🗟 🄇	$>$ $\bigcirc$ $  \times$							1
Clip Text							Mainten	ance
Clip Text Grou	p: Present Levels	of Academic	: Achievement - Persona	Level		*		
Clip Text Item:	Add a new Clip	Text Item	~					
	Bill's New Clip 7	est						
	Bill's super clip Bill's Table	text	tem					

Select the **Clip Text Group** from the drop down list.

To add a new clip text item select Add a new Clip Text Item and click Proceed to Clip Text Item. The clip text editor will open. Enter the text for the clip text. To save the item click the Save icon on the IEP writer menu bar.

To edit an existing clip text item, select the item from the drop down list and click **Proceed to Clip Text Item** The Clip Text Editor will open displaying the existing text. Edit the text as desired. To save the item click the Save icon on the IEP writer menu bar.



## Appendix A Special Education / IEP Writer Security Groups Setup

### **1.1.** Security Groups Setup

For detailed instructions on setting up Security Groups, please refer to the Sapphire Student Information System manual. This appendix refers to specific setup for use with the Special Education / IEP Writer manual.

It is recommended that several Security Groups be setup for use with the Special Education / IEP Writer software. These various Security Groups may vary between school districts based on their size and their specific needs, but in general, there are four categories of Security Groups that should be setup:

- 1. IEP Administration Security Group
- 2. IEP Special Education Office Staff Group
- 3. IEP Special Education Teachers Group
- 4. IEP Special Education Evaluators Group

Note: Each of these groups are prefaced with "IEP", this is not mandatory, it is simply a convention to group these Security Groups together for ease of application.

### **1.2.** Security Rights:

The various security rights for the Special Education / IEP Writer software allow school districts to have control over specific use and function within the software.

Most of the Security Rights for this module begin with "IW:" so they can be easily grouped together. Note: There are three Security Rights that are used by both the Student Information System and the Special Education / IEP Writer system and thus are not prefixed with "IW:". These three Security Rights are: "Special Services – Delete", "Special Services – Read", and "Special Services – Write".

#### **Security Rights Definitions:**

### **IW: Date of Entry Maintenance**

This Security Right allows access and use to the Student Date of Entry screen.

#### **IW: Delete Document – Evaluation**

This Security Right allows the user to delete an Evaluation (provided the Evaluation is not locked).

#### **IW: Delete Document - IEP Review**

This Security Right allows the user to delete an IEP Review document (provided that the IEP Review is not locked).

#### **IW: Delete Document – Reevaluation**

This Security Right allows the user to delete a Reevaluation document (provided that the Reevaluation is not locked).



#### **IW: Dictionaries Read All**

This Security Right allows the user to read the Dictionaries used in the Special Education / IEP Writer software.

#### **IW: Dictionaries Write All**

This Security Right allows the user to write information into the Dictionaries used in the Special Education / IEP Writer software.

#### **IW: District Options**

This Security Right allows the user to view and set District Options for the Special Education / IEP Writer software.

#### **IW: Document Locks Utility**

All users can unlock their own documents with the Document Lock Utility. This security right allows the user the ability to unlock documents for users other than themselves.

#### **IW: Editor: Access to HTML Source**

This Security Right allows access to the HTML Source button in the Rich Text Editor used by the Special Education / IEP Writer software. This security right is usually only applied to a supervisor or super user.

### **IW: Editor: Save District level Clip Text**

This Security Right allows the user to save Clip Text templates back to the District Level Clip Text data bank.

### **IW: Editor: Save Personal level Clip Text**

This Security Right allows the user to save Clip Text templates back to the Personal Level Clip Text data bank.

#### **IW: Evaluation Allowed to Lock**

This Security Right allows the user to lock an Evaluation (Evaluation Complete).

#### **IW: IEP Writer General Access**

This Security Right allows the user to unlock an Evaluation.

#### **IW: Evaluation Print Access**

This Security Right allows the user the ability to print an Evaluation.

#### **IW: Evaluation Read Access**

This Security Right allows the user the ability to read, but not change, an Evaluation.

#### **IW: Evaluation Write Access**

This Security Right allows the user the ability to read and update an Evaluation.

#### **IW: IEP Allowed to Lock**



This Security Right allows the user the ability to lock an IEP Review Document.

### **IW: IEP Allowed to Unlock**

This Security Right allows the user the ability to unlock an IEP Review Document.

#### **IW: IEP Goals Add/Modify**

This Security Right allows the user to Add or Modify IEP Review Goals.

#### **IW: IEP Goals Delete**

This Security Right allows the user to delete IEP Review Goals from unlocked IEP Review documents.

#### **IW: IEP Objectives Add/Modify**

This Security Right allows the user to Add or Modify Goal Objectives in an unlocked IEP Review document.

#### **IW: IEP Objectives Delete**

This Security Right allows the user to be able to delete Objectives from an unlocked IEP Review document.

#### **IW: IEP Print Access**

This Security Right allows the user to be able to print an IEP Review document.

#### **IW: IEP Read Access**

This Security Right allows the user to be able to view an IEP Review document but not make changes.

#### **IW: IEP Review Revisions**

This Security Right allows the user to revise an IEP Review document.

#### **IW: IEP Write Access**

This Security Right allows the user to save changes to IEP Review documents.

#### **IW: IEP Writer General Access**

This Security Right allows the user general access to the Special Education / IEP Writer software module. This security right should be assigned in every Security Group that includes Special Education / IEP Writer security rights.

#### **IW: Meeting Invitation Access**

This Security Right allows the user to access to the Meeting Invitations.

#### **IW: Meeting Invitation Print**

This Security Right allows the user the ability to print Meeting Invitations.

#### **IW: NOREP Maintenance**

This Security Right allows the user access to the NOREP/PWN (Notice of Recommended Educational Placement / Prior Written Notice)



### **IW: Special Ed Building Supervisor**

This Security Right allows the user higher level rights in various screens.

- 1. Dashboard the user can view all special services students.
- 2. Dashboard the user can limit their view to any individual Evaluator's or Case Manager's students.
- 3. Evaluator / Case Manager Setup the user can view any individual Evaluator or Case Manager
- 4. Evaluator Students the user can view any individual Evaluator's assigned Students.
- 5. Evaluator Students the user can Add and Delete students from the various Evaluators' lists.
- 6. Case Manager Students the user can view any individual Case Manager's assigned Students.
- 7. Case Manager Students the user can Add and Delete students from the various Case Managers' lists.

#### **IW: Special Ed District Supervisor**

This Security Right allows the user higher level rights in various screens.

- 1. Dashboard the user can view all special services students.
- 2. Dashboard the user can limit their view to any individual Evaluator's or Case Manager's students.
- 3. Evaluator / Case Manager Setup the user can view any individual Evaluator or Case Manager
- 4. Evaluator Students the user can view any individual Evaluator's assigned Students.
- 5. Evaluator Students the user can Add and Delete students from the various Evaluators' lists.
- 6. Case Manager Students the user can view any individual Case Manager's assigned Students.
- 7. Case Manager Students the user can Add and Delete students from the various Case Managers' lists.

#### **Special Services – Delete**

This Security Right allows the user to delete data from the Special Services screens (Special Education - PIMS).

#### **Special Services – Read**

This Security Right allows the user to read data on the Special Services screens (Special Education - PIMS).

#### **Special Services – Write**

This Security Right allows the user to update data on the Special Services screens (Special Education - PIMS).

#### **1.3.** Security Groups Setup Examples

Example Security Groups Setup for the groups suggested above would be:



## **Example: IEP Administration Security Group**

All Security Rights are generally given to this security group.

## **Example: IEP Special Education Office Staff Group**

IW: Date of Entry Maintenance **IW: Dictionaries Read All** IW: Dictionaries Write All **IW: Document Locks Utility** IW: Editor:Save District level Clip Text IW: Editor:Save Personal level Clip Text IW: Evaluation Allowed to Lock **IW: Evaluation Print Access IW: Evaluation Read Access IW: Evaluation Write Access** IW: IEP Allowed to Lock IW: IEP Goals Add/Modify IW: IEP Objectives Add/Modify **IW: IEP Print Access IW: IEP Read Access IW: IEP Review Revisions IW: IEP Write Access IW: IEP Writer General Access** IW: Meeting Invitation Access **IW: Meeting Invitation Print IW: NOREP Maintenance** IW: Special Ed District Supervisor Special Services – Delete Special Services – Read Special Services – Write



## **Example: IEP Special Education Teachers Group**

IW: Editor:Save Personal level Clip Text **IW: Evaluation Print Access IW: Evaluation Read Access IW: Evaluation Write Access** IW: IEP Goals Add/Modify IW: IEP Goals Delete IW: IEP Objectives Add/Modify **IW: IEP Objectives Delete IW: IEP Print Access IW: IEP Read Access IW: IEP Review Revisions IW: IEP Write Access IW: IEP Writer General Access IW:** Meeting Invitation Access **IW: Meeting Invitation Print IW: NOREP Maintenance** 

### **Example: IEP Special Education Evaluators Group**

IW: Editor:Save Personal level Clip TextIW: Evaluation Print AccessIW: Evaluation Read AccessIW: Evaluation Write AccessIW: NOREP Maintenance



## **Appendix B: User Setup**

## 1.4. Assigning Staff IDs

Users who will be using the Sapphire Special Education / IEP Writer module will need to be assigned a Staff ID.

oftware	K12 High	Users n School - 2006-20	07 (KT)	School: K User: b Year: 2	12 High School (03) newill 006-2007
Screens <del>⊽</del> Reports	▼ Admin ▼	Utilities 🔻	Quick Tasks	⇒ Help	~
	जे				
Jsers					Setu
sers (Global)	Main Security Groups				
AcNamara, Jon Ailler Marcus	User Information				
Newill, Bill	User ID(Login)	bnewill			
Pavlak, Malinda	First Name	Bill			
Yoveromo, Trish Powell (Trifecta), Tony	Last Name	Newill			
Prehl, Bill	Staff ID	bnewill	Sta	ffID	1
Principal, Joe	Active	Yes V	Mai	tinez, Ysais (ymartinez)	~
Reigle, Noreen Reisinger, Charlie	Active Verm	E Constant	Mei	hacton, Bill (BMET) vallou, Darrul (BAMV)	
Schellinger, Margie	Access rears	From: 2005	o: 2012 Mill	er, Marcus (mamiller)	
School District, Ephrata	Active Date (blank=always)	)	Mille	er, Mark (mmiller) areth: Lisa (LNA7)	
School District, Ephrata	Expiration Date (blank=new	/er)	Nev	vill, Bill (bnewill)	×
School District2, Crawford	Password				
Schooldistrict, Crawford	🗌 🔲 This password is not r	naintained by Sapphi	re		
Schooldistrict, Elizabethtown Sec. Attendance	This user was created	by an external proce	ss/import		
Secretary, Mary	Password				
Shahpari, Sakina 💦 😽	Confirm				
	· · ·				

To assign a user a Staff ID, go to Sapphire Student Information Systems  $\rightarrow$  Admin menu  $\rightarrow$  Users option. Select the user you want to work with on the left and select the appropriate Staff ID for the user on the right.

Remember to save the User/Staff ID association.

## **1.5.** Assigning Security Groups

To give users' access to the Sapphire Special Education / IEP Writer module, specific Security Groups must be assigned. To assign Security Groups, go to Sapphire Student Information Systems  $\rightarrow$  Admin menu  $\rightarrow$  Users options. Select the user that you want to work with on the left, click on the Security Groups tab on the top right. Then apply the appropriate group(s) for the selected user.

Note: See the Student Information Systems manual for more detailed information.

**Note**: You can assign both the Staff ID and the Security Groups to a user at the same time. Remember to save when you are done with each user.



## **1.6.** Appendix C: Appling Roles to Special Education Personnel

Staff members who work within the Special Education / IEP Writer software should have their role in special education defined. This is done by assigning specific roles to Staff members in the Student Information System.

Menu selection: Student Information System  $\rightarrow$  Admin  $\rightarrow$  Staff  $\rightarrow$  Staff

oftware	St K12 High Schoo	aff I - 2007-2008 (KT)	School: K12 High School (03) User: bnewill Year: 2007-2008
Screens 🔻 Reports 🔻	Admin 🔻 Utiliti	ies 🔻 Quick Tasks	≂ Help ⊽
) H G O 🗙 🗹 🗌			
taff			S
taff IDs (Global)	Main Contact Info		
RIVER, BUS (BUS1)	Staff Information (Global)		
d., Phys (PhysEd)	Staff RID 63	State Stafe	FID 6312345
aeisler, Antonio (PWPTEACHER)	Staff ID bnewill		987121234
àooch, Joseph (JJG202)	Chaff Manual Dill March	Oandan	001121204
àreenholt, Doug (greenholtd) Jamefald, Thada (PAUD)	Stan Name Bill Newill	Gender	Male
ioda Jesse (iboda)	First Name Bill	Ethnicity	American Indian or Alaskan Native 💉
łowe, Jamie (JRH210)	Last Name Newill	Active	Yes 💙
ohn, Teacher (Teacher_John)	Staff Roles (for 2008)		
neier, Dave (dkneier) (nutson: Chuck (knutsonc)	Roles Available	Roles Applied	
eveille, Darryl (dleveille)	01 - Administrator	All >> 01 - Spec. Ed. Staff	~
Aartinez, Ysais (ymartinez)	01 - Teacher 01 - Counselor	>> 01 - Spec. Ed. Evalu	ator
/ietnacton, Bill (BMET) /idvalley_Darrol (PAMV)	02 - Administrator	02 - Spec. Ed. Stall	ator
Ailler, Marcus (mamiller)	02 - Teacher	03 - Spec. Ed. Staff	
4iller, Mark (mmiller)	U2 - Counselor	US - Spec. Ed. Evalu	ator
lazareth, Lisa (LNAZ)			
Vewill, Bill (bnewill)			

There are two specific roles used with the Special Education / IEP Writer software. These roles are:

- 1. Spec. Ed. Staff
- 2. Spec. Ed. Evaluator

When the Special Education / IEP Writer software displays drop downs with a list of special education teachers or evaluators, these drop downs are populated based on the staff setup for each of these roles.

Staff can be assigned both of these roles if they perform functions of both Evaluators and Special Education Staff



### **Appendix C: The Special Education Documents**

The Special Education – IEP Writer produces printed copies of the following special education documents.

#### **School Age Documents**

Permission to Evaluate (PTE) Consent Form Permission to Reevaluate Consent Form Permission to Evaluate (PTE) – Evaluation Request Form Permission to Reevaluate – Reevaluation Request Form Evaluation Report ge Reevaluation Report Invitation to Participate in the Individualized Educational Program (IEP) Team Meeting Individualized Educational Program (IEP) Notice of Recommended Educational Placement /Prior Written Notice (NOREP/PWN)

### **Gifted Documents**

Permission to Evaluate Notice of Intent to Reevaluate Gifted Written Report – Evaluation Gifted Written Report – Reevaluation Invitation to Participate in GIEPTeam Meeting Notice of Recommended Assignment (NORA) Gifted Individualized Educational Program (GIEP)

The following sections are the PDE documents annotated to show where within the Special Education – IEP Writer the data comes from. The annotations are highlighted in yellow (or grey on a black and white printer)





School Age

School Personnel must issue this form to obtain written consent from a child's parent to conduct an initial evaluation.

Child's Name: FILLED IN FROM STUDENT SELECTED STAFF CONTACT Date Sent (mm/dd/yy): AND CONSEN TABT: PERMISSION SENT Name and Address of Parent/Guardian/Surrogate: CONTACTS TAB: SEND LETTER TO (Each name checked will be printed) ADDRESS IS THE STUDENT ADDRESS FROM THE SIS (It is NOT necessarily the address of any contact!)

For LEA Use Only:

Date of Receipt of Consent Form

#### Dear ALWAYS SAYS "PARENT OR GURADIAN"

The following concerns have been expressed about your child's educational progress:

#### REASON REFERRED TAB: CHECK BOXES SELECTED

These difficulties are the reason(s) for referral, and why we would like to conduct an initial evaluation to determine if your child is in need of special education services.

The first step in the special education process is to conduct an individual evaluation of your child, which will consist of a variety of tests and assessments provided at no cost to you. We must have your consent before we can begin.

The evaluation will consist of the following types of tests and assessments:

TESTS AND ASSESSMENTS TAB: CHECK BOXES AND POSITION

A team will conduct the proposed evaluation. As the parent(s), you are a member of the team. Any information you can provide is important to us. Please send your ideas and concerns to us in writing or contact the person listed below if you would prefer to discuss your concerns. If a team meeting is held you will be invited. Information from all team members will be considered during the evaluation process.

The team will determine whether your child needs specially designed instruction because of a disability and is eligible for special education. The results of the evaluation will be included in an *Evaluation Report (ER)*. If your child *is* determined to be eligible for special education, you will be invited to participate in developing an *Individualized Education Program (IEP)* that will include those programs and services your child needs to succeed in school.

The *Evaluation Report* must be completed and a copy given to you no later than 60 calendar days after we have received your written permission for the evaluation. This 60 calendar day timeline does not include the summer break. The 60 calendar day timeline will begin on the day we receive this signed *PTE - Consent Form* from you giving your consent for evaluation. Giving your consent for evaluation does not mean you give



consent to special education placement or services. If your child is eligible for special education, you will be asked to give written consent for services to begin.

Please read the enclosed *Procedural Safeguards Notice* that explains your rights, and includes state and local advocacy organizations that are available to help you understand your rights and how the special education process works.

#### Keep a copy of this form for your records.

If you have any questions, or if you need the services of an interpreter, please contact me.

Name:	SCHOOL CONTACT AND CONSENT TAB: SCHOOL CONTACT (Will display the STAFF NAME from the SIS associated with the selected contact)	Position:	SCHOOL CONTACT AND CONSENT TAB: CONTACT POSITION
Phone:	SCHOOL CONTACT AND CONSENT TAB: CONTACT PHONE	Email:	SCHOOL CONTACT AND CONSENT TAB: CONTACT E-MAIL

DIRECTIONS FOR PARENT/GUARDIAN/SURROGATE: Please check either item 1 or 2. Select item 3 if desired.

- 1. I give consent to start an initial evaluation as you propose.
- 2. I do not give consent to the proposed initial evaluation.
- 3. I would like to schedule an informal meeting with school personnel to discuss this request.

#### SIGN HERE:

Parent/Guardian/Surrogate Signature

Date (mm/dd/yy)

Daytime Phone

#### PLEASE RETURN THIS ENTIRE FORM TO:

Name:Name and Address are defined in the District OptionsAddress:The Address is either the School or District addressFrom the SIS

For help in understanding this form, an annotated *Permission to Evaluate - Consent Form* is available on the PaTTAN website at <u>www.pattan.net</u> Type "Annotated Forms" in the Search feature on the website. If you do not have access to the Internet, you can request the annotated form by calling PaTTAN at 800-441-3215.



School Personnel must issue this form to obtain written consent from a child's parent to conduct a reevaluation.

Child's Name: FILLED IN FROM STUDENT SELECTED STAFF CONTACT Date Sent (mm/dd/yy): AND CONSENT TAB: PERMISSION SENT Name and Address of Parent/Guardian/Surrogate:

CONTACTS TAB: SEND LETTER TO (Each name checked will be printed) ADDRESS PRINTED IS THE <u>STUDENT ADDRESS</u> FROM THE SIS (It is NOT necessarily the address of either contact!)

For LEA Use Only:

Date of Receipt of Consent Form:

Dear ALWAYS SAYS "PARENT OR GURADIAN"

We are planning to reevaluate your child for the following reason(s):

REASON REFERRED TAB: Whichever check box was selected will be checked below. Any text entered in the RTE fields associated with the check box will be printed in the spaces provided.

The IEP team has reviewed existing evaluation data concerning your child and made the recommendation that there is a need for more information about your child. Additional information needed includes: **REASON REFERRED TAB** 

Parental request for reevaluation.

Other (Please specify):

REASON REFERRED TAB

In the proposed reevaluation, we will use the following types of assessment tools, tests and procedures:

TESTS AND ASSESSMENTS TAB: CHECK BOXES AND POSITION

Consent must be requested before we can begin the reevaluation. However, please be aware that after reasonable attempts, if we have not received a response from you, we are permitted by law to proceed with the reevaluation.

A team will conduct the proposed reevaluation. As the parent(s), you are a member of the reevaluation team. Any information you can provide is important to us. Please send your ideas and concerns to us in writing or contact the person listed below if you would prefer to discuss your concerns. If a team meeting is held you will be invited. Information from all team members will be considered during the reevaluation process.

The team will determine whether your child continues to be in need of and eligible for special education and related services. The results of the reevaluation will be outlined in a *Reevaluation Report (RR)*. If your child continues to need special education, recommendations will be given to the Individualized Education Program (IEP) team.



The *Reevaluation Report* is to be completed and a copy given to you no later than 60 calendar days after we have received your written permission to reevaluate your child. This 60 calendar day timeline does not include the summer break. The 60 calendar day timeline will begin on the day we receive this signed *Consent Form* from you giving us permission to conduct the reevaluation.

Keep a copy of this form for your records.

If you have any questions, or if you need the services of an interpreter, please contact me.

Name:	SCHOOL CONTACT AND CONSENT TAB: SCHOOL CONTACT (Will display the <u>STAFF NAME</u> from the SIS associated with the selected contact)	Position:	SCHOOL CONTACT AND CONSENT TAB: CONTACT POSITION
Phone:	SCHOOL CONTACT AND CONSENT TAB: CONTACT PHONE	Email:	SCHOOL CONTACT AND CONSENT TAB: CONTACT E-MAIL

DIRECTIONS FOR PARENT/GUARDIAN/SURROGATE: Please check either item 1 or 2. Select item 3 if desired.

- 1. I consent to a reevaluation.
- 2. I do not consent to a reevaluation; I would like to schedule:

Mediation

- Due process hearing
- 3. I would like to schedule an informal meeting with school personnel to discuss this request.

#### SIGN HERE:

Parent/Guardian/Surrogate Signature

Date (mm/dd/yy)

**Daytime Phone** 

PLEASE RETURN THIS ENTIRE FORM TO:						
	Name and Address are defined in the District					
Name:	<b>Options</b>					
Address:	The Address is either the School or District address					
	<mark>From th</mark>	e SIS				

A copy of the *Procedural Safeguards Notice* is available upon request from your child's school. This document explains your rights, and includes state and local advocacy organizations that are available to help you understand your rights and how the special education process works.

For help in understanding this form, an annotated *Permission to Reevaluate - Consent Form* is available on the PaTTAN website at <u>www.pattan.net</u> Type "Annotated Forms" in the Search feature on the website. If you do not have access to the Internet, you can request the annotated form by calling PaTTAN at 800-441-3215.



PERMISSION TO EVALUATE (PTE) - EVALUATION REQUEST FORM

If a parent has asked any professional school employee or administrator for the school district or charter school (Local Education Agency - LEA) to evaluate his or her child for special education eligibility, the parent must be given this *PTE-Evaluation Request Form* within 10 calendar days of the date of the oral request.

Child's Name: FILLED IN FROM STUDENT SELECTED STAFF CONTACT Date Sent (mm/dd/yy): AND CONSENT TAB: PERMISSION SENT Name and Address of Parent/Guardian/Surrogate: <u>CONTACTS TAB: SEND LETTER TO (Each name checked will</u> <u>be printed)</u> ADDR<u>E</u>SS IS THE <u>STUDENT ADDRESS</u> FROM THE SIS (It is NOT necessarily the address of either contact!)

For LEA Use Only:

Date of Receipt of Request Form

I am requesting an evaluation of my child for special education services. I have these concerns about my child's educational performance and progress:

Please send me the *PTE-Consent Form* as soon as possible so that I can provide my written consent for the proposed evaluation to begin. I understand that the 60 calendar day (excluding summers) timeline will not begin until the LEA receives the *PTE-Consent Form* with my signature.

Parent/Guardian/Surrogate Signature

Date (mm/dd/yy)

Please return this form to the person listed below or to your child's teacher.

Name: Name and Address are defined in the District Options

Address: The Address is either the School or District address From the SIS

Once the school receives this *PTE-Evaluation Request Form*, the school will either:

- 1. Send you within a reasonable amount of time the *PTE-Consent Form* that will describe the process and timeline that will be used for the evaluation, and ask for your consent for the evaluation to begin, OR
- 2. Send you a written notice, called a *Notice of Recommended Educational Placement/Prior Written Notice* that explains why the LEA is refusing to evaluate your child and a *Procedural Safeguards Notice* that explains how you can challenge the LEA's refusal to evaluate your child.

Keep a copy of this form for your records.



If you have any questions, if you need the services of an interpreter, or if you believe you have not received a prompt response to this request, please contact me.

Name:	SCHOOL CONTACT AND CONSENT TAB: SCHOOL CONTACT (Will display the STAFF NAME from the SIS associated with the selected contact)	Position:	SCHOOL CONTACT AND CONSENT TAB: CONTACT POSITION
Phone:	SCHOOL CONTACT AND CONSENT TAB: CONTACT PHONE	Email:	SCHOOL CONTACT AND CONSENT TAB: CONTACT E-MAIL

Please read the enclosed *Procedural Safeguards Notice* that explains your rights, and includes state and local advocacy organizations that are available to help you understand your rights and how the special education process works.

For help in understanding this form, an annotated *Permission to Evaluate - Evaluation Request Form* is available on the PaTTAN website at <u>www.pattan.net</u> Type "Annotated Forms" in the Search feature on the website. If you do not have access to the Internet, you can request the annotated form by calling PaTTAN at 800-441-3215.



### PERMISSION TO REEVALUATE - REEVALUATION REQUEST FORM

If a parent has asked any professional school employee or administrator for the school district or charter school (Local Education Agency - LEA) to reevaluate his or her child, the parent must be given this *Permission to Reevaluate - Reevaluation Request Form* within 10 calendar days of the date of the oral request.

Child's Name: FILLED IN FROM STUDENT SELECTED STAFF CONTACT Date Sent (mm/dd/yy): AND CONSENT TAB: PERMISSION SENT Name and Address of Parent/Guardian/Surrogate: <u>CONTACTS TAB: SEND LETTER TO (Each name checked will</u> <u>be printed)</u> ADDRESS IS THE <u>STUDENT ADDRESS</u> FROM THE SIS (It is NOT necessarily the address of either contact!)

For LEA Use Only:

Date of Receipt of Request Form

I am requesting a reevaluation of my child. I have these concerns about my child's educational performance and progress:

Please send me the *Permission to Reevaluate - Consent Form* as soon as possible so that I can provide my written consent for the proposed evaluation to begin. I understand that the 60 calendar day (excluding summers) timeline will not begin until the LEA receives the *Permission to Reevaluate - Consent Form* with my signature.

Parent/Guardian/Surrogate Signature

Date (mm/dd/yy)

Please return this form to the person listed below or to your child's teacher.

Name: Name and Address are defined in the District Options

Address: The Address is either the School or District address From the SIS

Once the school receives this written *Permission to Reevaluate - Reevaluation Request Form*, the school will either:

- 1. Send you within a reasonable amount of time the *Permission to Reevaluation Consent Form* that will describe the process and timeline that will be used for the reevaluation, and ask for your consent for the reevaluation to begin, OR
- 2. Send you a written notice, called a *Notice of Recommended Educational Placement/Prior Written Notice* that explains why the LEA is refusing to reevaluate your child and a *Procedural Safeguards Notice* that explains how you can challenge the LEA's refusal to reevaluate your child.

Keep a copy of this form for your records.



If you have any questions, if you need the services of an interpreter, or if you believe you have not received a prompt response to this request, please contact me.

Name:	SCHOOL CONTACT AND CONSENT TAB: SCHOOL CONTACT (Will display the STAFF NAME from the SIS associated with the selected contact)	Position:	SCHOOL CONTACT AND CONSENT TAB: CONTACT POSITION
Phone:	SCHOOL CONTACT AND CONSENT TAB: CONTACT PHONE	Email:	SCHOOL CONTACT AND CONSENT TAB: CONTACT E-MAIL

Please read the enclosed *Procedural Safeguards Notice* that explains your rights, and includes state and local advocacy organizations that are available to help you understand your rights and how the special education process works.

For help in understanding this form, an annotated *Permission to Reevaluate - Reevaluation Request Form* is available on the PaTTAN website at <u>www.pattan.net</u> Type "Annotated Forms" in the Search feature on the website. If you do not have access to the Internet, you can request the annotated form by calling PaTTAN at 800-441-3215.



Student Name: Fille	<mark>ed in fro</mark> i	m student sele	<mark>cted</mark>						
Date of Report (mm/dd/yy): Demog. tab				Date Report Provided to Parent/Guardian/Surrogate: Demo tab					
Student Birth Date:	<mark>From SI</mark>	<mark>S</mark>	Age:	Calculated	Grade:	From S	<mark>SIS</mark>		
Local Education Agency	' (LEA):	From SIS Dist	<mark>rict info</mark>						
School Student is Attending: From SIS School info						-			
Current Educational Pr	ogram:	<b>Demographic</b> :	stab: C	urrent educa	tional pro	<mark>ogram R</mark>	<mark>TE field</mark>	-	
County of Residence: From SIS: Student demographics Phone (Home): From SIS Student Pl					udent PN				
Name and Address of Parent/Guardian/Surrogate:				Phone (W	ork):				
Participants tab: Student Contacts (each name checked is listed Address is the Student Address from the SIS (It is				-					
NOT necessarily the address of either contact!)									
Other Information:	Demogr	aphics tab: 0	ther inf	ormation RTE	field				

Complete Sections 1 through 6 for all students.

If determining eligibility for Specific Learning Disability (SLD), the SLD component near the end of this document must be completed and used to complete Sections 5 and 6.

1. REASON(S) FOR REFERRAL:

Reasons tab: check boxes

**2. SOURCES OF EVALUATION DATA** - In interpreting evaluation data, the school must draw upon a variety of data sources, including those listed below, and carefully consider the information obtained. Document the information obtained from the sources below.

A. Evaluations and information provided by the parent of the student (or documentation of LEA's attempts to obtain parental input):



Sources tab

C. Recommendations by teachers:

Sources tab



D. The student's physical condition (include health, vision, hearing); social or cultural background; and adaptive behavior relevant to the student's suspected disability and potential need for special education:

E. Assessments - Include, when appropriate, current classroom based assessments; aptitude and achievement tests; local and/or state assessments; behavioral assessments; vocational technical education assessment results; interests, preferences, aptitudes (for secondary transition); etc.:

<mark>Sources tab</mark>

Sources tab

3. IF AN ASSESSMENT IS NOT CONDUCTED UNDER STANDARD CONDITIONS, DESCRIBE THE EXTENT TO WHICH IT VARIED FROM STANDARD CONDITIONS (including if the assessment was given in the student's native language or other mode of communication):

Items in Section 3 come from the Conditions/Factors tab

Conditions/Factors tab

**4. DETERMINING FACTORS** - A student must not be found to be eligible for special education and related services if the determining factor for the student's disability is any of those listed below. Respond Yes or No to, and provide evidence for, each determining factor below.

All values in item 4 are from the Conditions/Factors tab

Yes No	Lack of appropriate instruction in reading, including the essential components of reading instruction. Provide evidence:		
	Conditions/Factors tab		
Yes No	Lack of appropriate instruction in math. Provide evidence:		
	Conditions/Factors tab		
Yes No	Limited English proficiency. Provide evidence:		
	Conditions/Factors tab		



NOTE: IF DETERMINING ELIGIBILITY FOR SPECIFIC LEARNING DISABILITY, COMPLETE THE DETERMINATION OF SPECIFIC LEARNING DISABILITY COMPONENT AT THE END OF THIS DOCUMENT BEFORE COMPLETING SECTIONS 5 and 6.

Complete Sections 5 and 6 for all students.

**5. SUMMARY OF FINDINGS/INTERPRETATION OF EVALUATION RESULTS** - Considering all available evaluation data, record the team's analyses of the student's functioning levels.

All values in Section 5 come from the Findings/Results tab

A. PRESENT LEVELS OF ACADEMIC ACHIEVEMENT - Describe the student's present levels, strengths, and the resulting academic needs, when appropriate. Include communicative status, motor abilities, and transition needs as appropriate. For students with limited English proficiency (LEP), include current level(s) of English language proficiency in reading, writing, speaking and understanding/listening:

Findings/Results tab

B. PRESENT LEVELS OF FUNCTIONAL PERFORMANCE - Describe the student's present levels, strengths, and the resulting functional and developmental needs, when appropriate:

Findings/Results tab

C. BEHAVIORAL INFORMATION - Include social and emotional status and behavioral strengths and needs, when appropriate:

Findings/Results tab

#### 6. CONCLUSIONS - Determination of Eligibility and Educational Needs

#### All fields in Section 6 come from the Conclusions tab

Complete A or B or C.

A. The student does not have a disability and therefore is NOT ELIGIBLE for special education.

OR

B. The student has a disability but does not need specially designed instruction, and therefore is NOT ELIGIBLE for special education.

OR

C. The student has a disability AND is in need of specially designed instruction, and therefore IS ELIGIBLE for special education.



1. Disability Category

Primary disability category: <u>Selected from drop down list</u>

Secondary disability category(s), if any: <u>Selected from drop down list</u>

f any: Selected from drop d

2. Recommendations for consideration by the IEP team to enable the student to participate as appropriate in the general education curriculum (including special considerations the IEP team must consider before developing the IEP, measurable annual goals, specially designed instruction, and supplementary aids and services):

Conclusions tab: RTE field

#### The data below is filled in based on the selections on the Participants tab:

Evaluation Tea	Agreement and Disagreement required ONLY when evaluating students for specific learning disability.		
Evaluation Team Participants*	Title	Agree	Disagree**

\* A certified school psychologist is required for evaluation of the following disability categories: Autism, Emotional Disturbance, Mental Retardation, Multiple Disabilities, Other Health Impairments, Specific Learning Disability or Traumatic Brain Injury. A certified school psychologist is not required for Deaf-blindness, Deaf and Hard of Hearing, Speech/Language Impairment, Visual Impairment, and Orthopedic Impairment.

\*\* For specific learning disability only, if a team member disagrees with the team's conclusion related to the identification of the student as having a specific learning disability, the member must submit a separate statement presenting the member's dissent to the LEA. This information must be attached to the *Evaluation Report*. Please submit this statement to:

LEA Representative Name

Phone Number

Email Address

For help in understanding this form, an annotated *Evaluation Report* is available on the PaTTAN website at <u>www.pattan.net</u> Type "Annotated Forms" in the Search feature on the website. If you do not have access to the Internet, you can request the annotated form by calling PaTTAN at 800-441-3215.

A copy of the *Procedural Safeguards Notice* is available upon request from your child's school. This document explains your rights, and includes state and local advocacy organizations that are available to help you understand your rights and how the special education process works.



#### DETERMINATION OF SPECIFIC LEARNING DISABILITY

NOTE: This component must be completed when determining eligibility for Specific Learning Disability. The information must be attached to and/or incorporated into Sections 5 and 6 of the completed *Evaluation Report*.

Items 1 - 5 are completed based on the RTE fields in SLD 1-5 tab Items 6 - 10 are filled in based on the RTE fields in SLD 6-10 tab

Provide documentation for items 1-10.

- 1. The student does not achieve adequately for the student's age or does not meet State-approved gradelevel standards in one or more of the following areas when provided with learning experiences and scientifically based instruction appropriate for the student's age or State-approved grade level standards and level of English language proficiency: oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, and mathematics problem-solving.
- Check below to identify the process(es) used to determine eligibility.
   Response to Scientific Research-Based Intervention (RtI). Document the criteria below.

The student does not make sufficient progress to meet age or State-approved grade-level standards in one or more of these areas: oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, and mathematics problem-solving:

Severe Discrepancy between Intellectual Ability and Achievement. Document the criteria below.

The student exhibits a pattern of strengths and weaknesses in performance, achievement or both relative to age, standards or intellectual development:

3. The instructional strategies used and the student-centered data collected:

4. The educationally relevant medical findings, if any:



- 5. The effects of the student's environment, culture, or economic background:
- 6. Data demonstrating that prior to referral or as part of the referral process for a specific learning disability, the student's regular education instruction was delivered by qualified personnel, including the English as a Second Language (ESL) program, if applicable:
- 7. Data based documentation of repeated assessments of achievement at reasonable intervals, reflecting progress during instruction, which was provided to the parents:
- 8. An observation in the student's learning environment (including the regular classroom setting) to document the student's academic performance and behavior in the areas of difficulty. Note the relationship of that behavior to the student's academic functioning:
- 9. Other data, if needed, as determined by the evaluation team:
- 10. Include a statement for each item below to support the conclusions of the evaluation team that the findings are not primarily a result of

Visual, hearing, motor disability:

Mental retardation:

Emotional disturbance:

Cultural factors:



Environmental or economic disadvantage:

Limited English proficiency:

Upon completion of the SLD Component, attach and/or incorporate this information into Sections 5 and 6 of the completed *Evaluation Report*.



Student Name: Filled	d in from	student sele	<mark>cted</mark>					
Date of Report (mm/dd	l/yy): <mark>[</mark>	<mark>)emo. tab</mark>	Date Re	port Provided to	o Parent/Gu	uardian/S	urrogate:	<mark>Demo tab</mark>
Student Birth Date:	From SIS		Age:	<mark>Calculated</mark>	Grade:	<mark>From S</mark>	<mark>IS</mark>	
Local Education Agency	(LEA): <b>F</b>	From SIS Dist	<mark>rict info</mark>		-			
School Student is Atten	ding: <mark>F</mark>	From SIS Scho	ol info					-
Current Educational Pro	gram: <mark>L</mark>	<b>Demographics</b>	s tab: C	urrent educa	itional pro	<mark>gram R</mark>	TE field	-
County of Residence:	From SI	S: Student d	emogra	phics	Phone (Ho	ome):	From SIS St	tudent PN
Name and Address of Pa	arent/Gua	ardian/Surrog	ate:		Phone (W	<mark>ork):</mark>		
Participants tab: Student Contacts (each name								
checked is listed								
Address is the <u>Student Address from the </u> SIS (It i <mark>s</mark>								
NOT necessarily the address of either contact!)								

Other Information: **Demographics tab:** Other information RTE field

Date IEP Team Reviewed Existing Evaluation Data: Demographics tab

The IEP team must decide if it has enough data to determine: the student's educational needs; the present levels of academic achievement and related developmental needs of the student; whether any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals in the IEP and to participate as appropriate in the general education curriculum; and whether the student continues to need special education and related services.

I. SUMMARIZE INFORMATION REVIEWED

Complete items 1-7 for all students.

Data in items 1 - 6 are taken from the RTE fields on the Summary Info Tab

1. Physical condition, social, or cultural background, and adaptive behavior relevant to the student's disability and need for special education:



2. Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parental input):

Summary Info tab

3. Aptitude and achievement tests:

Summary Info tab

School Age



4. Current classroom based assessments and local and/or state assessments:

Summary Info tab

5. Observations by teacher(s) and related services provider(s), when appropriate:

Summary Info tab	
------------------	--

6. Teacher recommendations:

Summary Info tab

Values i

Data in item 7 is taken from the Detem. Factors tab.

7. Determining factors: A student must not be found to be eligible for special education and related services if the determining factor for the student's suspected disability is any of those listed below. Respond Yes or No to, and provide evidence for, each determining factor below.

Yes No	Lack of appropriate instruction in reading, including the essential components of reading instruction. Provide evidence:		
	<mark>Detem. Factors tab</mark>		
Yes No	Lack of appropriate instruction in math. Provide evidence:		
	<mark>Detem. Factors tab</mark>		
Yes No	Limited English proficiency. Provide evidence:		
	Detem. Factors tab		

II. DETERMINATION OF NEED FOR ADDITIONAL DATA, SUMMARY AND CONCLUSIONS

Data in Section II is taken from the Conclusions tab check boxes and RTE fields

Based on all evaluation data reviewed, complete item 1 or item 2.

1. The IEP team determined that additional data are not needed. Reason(s) additional data are not needed:

Conclusions tab

Conclusion: Complete section A or B or C.



- A. The student has a disability AND continues to need specially designed instruction.
  - i. Disability Category Primary disability category: <u>From pull down</u> Secondary disability category(s), if any: From pull down
  - ii. Summary of Findings

Student's educational strengths and needs:

Conclusions tab RTE field

Present levels of academic achievement and related developmental needs, including transition needs as appropriate:

Conclusions tab RTE field

Recommendations for consideration by the IEP team regarding any additions or modifications to the special education and related services needed to enable the student to meet the measurable annual goals in the IEP and to participate as appropriate in the general education curriculum (including special considerations the IEP team must consider before developing the IEP, measurable annual goals, specially designed instruction, and supplementary aids and services):

Conclusions tab RTE field

OR

B. The student does not have a disability and no longer is eligible for special education. (The parent may request an assessment to determine whether the student continues to be a student with a disability.)

OR

- C. The student has a disability but no longer needs specially designed instruction, and no longer is eligible for special education. (The parent/guardian/surrogate may request an assessment to determine whether the student continues to be a student with a disability.)
- 2. The IEP team determined that there is a need for additional data.

The LEA must issue the *Permission to Reevaluate - Consent Form* and administer tests and other evaluation materials as may be needed to produce the data below.

NOTE: IF REEVALUATING THE STUDENT TO DETERMINE SPECIFIC LEARNING DISABILITY, COMPLETE THE *DETERMINATION OF SPECIFIC LEARNING DISABILITY* COMPONENT AT THE END OF THIS DOCUMENT BEFORE COMPLETING THE SECTION BELOW.

Interpretation of additional data:


# Conclusions tab RTE field

Conclusion: Complete section A or B or C.

- A. The student has a disability AND continues to need specially designed instruction.
  - i. Disability Category
    - Primary disability category:

Secondary disability category(s), if any:

ii. Summary of Findings

Student's educational strengths and needs:

Conclusions tab RTE field

Present levels of academic achievement and related developmental needs, including transition needs as appropriate:

Conclusions tab RTE field

Recommendations for consideration by the IEP team regarding any additions or modifications to the special education and related services needed to enable the student to meet the measurable annual goals in the IEP and to participate as appropriate in the general education curriculum (including special considerations the IEP team must consider before developing the IEP, measurable annual goals, specially designed instruction, and supplementary aids and services):

Conclusions tab RTE field

OR

B. The student does not have a disability and therefore no longer is eligible for special education.

OR

C. The student has a disability but no longer needs specially designed instruction, and no longer is eligible for special education.

Upon completion of the reevaluation, the Local Education Agency will complete and issue the report to the members of the evaluation team.

## The data below is filled in based on the selections on the Participants tab:

Evaluation Team Participation		Agreement and Disagreement required ONLY when evaluating students for specific learning disability.	
Evaluation Team Participants*	Title	Agree	Disagree**



Administrative Software Solutions		

\* A certified school psychologist is required for evaluation of the following disability categories: Autism, Emotional Disturbance, Mental Retardation, Multiple Disabilities, Other Health Impairments, Specific Learning Disability or Traumatic Brain Injury. A certified school psychologist is not required for Deaf-blindness, Deaf and Hard of Hearing, Speech/Language Impairment, Visual Impairment and Orthopedic Impairment.

\*\* For specific learning disability only, if a team member disagrees with the team's conclusion related to the identification of the student as having a specific learning disability, the member must submit a separate statement presenting the member's dissent to the LEA. This information must be attached to the *Reevaluation Report*. Please submit this statement to:

LEA Representative Name

Phone Number

Email Address

A copy of the *Procedural Safeguards Notice* is available upon request from your child's school. This document explains your rights, and includes state and local advocacy organizations that are available to help you understand your rights and how the special education process works.

For help in understanding this form, an annotated *Reevaluation Report* is available on the PaTTAN website at <u>www.pattan.net</u> Type "Annotated Forms" in the Search feature on the website. If you do not have access to the Internet, you can request the annotated form by calling PaTTAN at 800-441-3215.



## DETERMINATION OF SPECIFIC LEARNING DISABILITY

NOTE: This component must be completed when reevaluating students for Specific Learning Disability. The information must be attached to and/or incorporated into Section II Item 2 of the completed *Reevaluation Report*.

Items 1 - 5 are completed based on the RTE fields in SLD 1-5 tab Items 6 - 10 are filled in based on the RTE fields in SLD 6-10 tab

## Provide documentation for items 1-10.

- The student does not achieve adequately for the student's age or does not meet State-approved grade-level standards in one or more of the following areas when provided with learning experiences and scientifically based instruction appropriate for the student's age or State-approved grade level standards and level of English language proficiency: oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, and mathematics problem-solving.
- 2. Check below to identify the process(es) used to determine eligibility. Response to Scientific Research-Based Intervention (Rtl). Document the criteria below.

The student does not make sufficient progress to meet age or State-approved grade-level standards in one or more of these areas: oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, and mathematics problem-solving:

Severe Discrepancy between Intellectual Ability and Achievement. Document the criteria below.

The student exhibits a pattern of strengths and weaknesses in performance, achievement or both relative to age, standards or intellectual development:

- 3. The instructional strategies used and the student-centered data collected:
- 4. The educationally relevant medical findings, if any:

5. The effects of the student's environment, culture, or economic background:

6. Data demonstrating that prior to referral or as part of the referral process for an evaluation for specific learning disability, the student's regular education instruction was delivered by qualified personnel, including the English as a Second Language (ESL) program, if applicable:



- 7. Data based documentation of repeated assessments of achievement at reasonable intervals, reflecting progress during instruction, which was provided to the parents:
- 8. An observation in the student's learning environment (including the regular classroom setting) to document the student's academic performance and behavior in the areas of difficulty. Note the relationship of that behavior to the student's academic functioning:
- 9. Other data, if needed, as determined by the evaluation team:
- 10. Include a statement for each item below to support the conclusions of the evaluation team that the findings are not primarily a result of

Visual, hearing, motor disability:

Mental retardation:

Emotional disturbance:

Cultural factors:

Environmental or economic disadvantage:

Limited English proficiency:

Upon completion of the SLD Component, attach and/or incorporate this information into Section II Item 2 of the completed *Reevaluation Report*.



INVITATION TO PARTICIPATE IN THE INDIVIDUALIZED EDUCATION PROGRAM (IEP) TEAM MEETING OR OTHER MEETING- School Age

Child's Name:	Selected Student	
Date Sent (mm/dd/yy):	Meeting Specifics tab: Date Sent	
Name and Address of Par	rent/Guardian/Surrogate:	
Invitees tab: Inv name will be prir	itees check boxes. (Each checked contact's nted	For LEA Use Only:
The address will NOT the address	be the STUDENT ADDRESS from the SIS. It is of any contact	Date of Receipt of Parental Response to Invitation

Dear

Always says "Parent or Guardian"

We would like to invite you to a meeting to talk about special education programs and services for your child.

The purpose of this meeting is to: (Check all that apply) Meeting Purpose tab: check boxes

Discuss the results of the team evaluation of your child. An *Individualized Education Program (IEP)* will be developed at the meeting.

Discuss your child's current IEP to review and revise it as needed.

Other:

Transition Planning and Services - For a child who will be age 14 or younger if determined appropriate by the IEP team.

Transition Services tab: check box

(For parents) We are inviting you and your son/daughter to attend this meeting to determine the need for and/or develop appropriate measurable postsecondary goals and a statement of transition services needed to assist your child in reaching these goals. We also are inviting representative(s) from the agency or agencies as listed below.

(For student) We are inviting you to develop or review a statement of your need for transition services. We also are inviting representative(s) from the agency or agencies as listed below.

## IEP Team Meeting - Invited IEP Team Members Invitees tab: Staff area

As the parent, you are a member of your child's IEP team, and we, the Local Education Agency (LEA) want you to attend the IEP meeting. Listed below are the other team members we are inviting. In addition, you may bring other people to the meeting who have knowledge or expertise regarding your child. If you have any questions or comments about this, please contact me as soon as possible.

Role	Name
LEA Representative	
Special Ed. Teacher	
Regular Ed. Teacher	
Child *	
Teacher of the Gifted ***	

Role	Name
Community Agency Rep. **	
Career/Tech Ed. Rep. **	
Other	



\* Child must be invited if postsecondary goals and secondary transition will be considered \*\* As determined by the parent and LEA as needed for transition services and other community services \*\*\*A teacher of the gifted is required when writing an *IEP* for a student with a disability who also is gifted

# We suggest these arrangements for the meeting:

Meeting Specifics tab

Date:		
Location:		
Time:		

# DIRECTIONS FOR PARENT/GUARDIAN/SURROGATE:

Please respond to this notice by checking the appropriate option(s) below and returning this form (by mail or in person) as soon as possible. Please sign and date.

Ι.	Mу	Attenda	nce
	-		

I will attend the meeting.

I will NOT attend the meeting.

] I wish to attend the meeting, but this time and/or location is not convenient. I prefer to meet at the following date:

-		
and ti	ime:	

Please contact me to make alternative arrangements.

## II. Accommodations

I will need an interpreter.

I will need the following accommodations so that I may participate:

SIGN HERE:

Parent/Guardian/Surrogate Signature

Date (mm/dd/yy)

PLEASE RETURN THIS FORM TO:

	Meeting Specifics tab : School Contact &		Meeting Specifics
Name and Title:	Position fields	Phone Number:	tab: Contact Phone
-	From the District or School address in the SIS.	You can specify whe	ther to use the
Address:	district address or the school address in Admir	n>Options>District Op	<mark>tions&gt;Use School or</mark>
-	District address as return mail address drop do	<mark>own</mark>	

A copy of the *Procedural Safeguards Notice* is available upon request from your child's school. This document explains your rights, and includes state and local advocacy organizations that are available to help you understand your rights and how the special education process works.

For help in understanding this form, an annotated *Invitation to Participate in the IEP Team Meeting* is available on the PaTTAN website at <u>www.pattan.net</u> Type "Annotated Forms" in the Search feature on the website. If you do not have access to the Internet, you can request the annotated form by calling PaTTAN at 800-441-3215.





School	l Age
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Student's Name:	Student Selected	
IEP Team Meeting Date (mm/dd/yy):	: IEP Review: General tab	
IEP Implementation Date (Projected	Date when Services and Programs Will Beg	in): IEP Review: General tab
Anticipated Duration of Services and	J Programs: IEP Review	w: General tab
Date of Birth: From the S	SIS	
Age: Calculated		
Grade: From SIS		
Anticipated Year of Graduation:	<mark>EP Review:</mark> General tab	
Local Education Agency (LEA):	From SIS	
County of Residence:	From SIS	
Name and Address of Parent/Guardia	an/Surrogate:	Phone (Home):
IEP Review: participants Each person checked wil	s tab>Student Contacts ill be printed	Phone (Work):
Address is the STUDENT given contact's address	• ADDRESS from the SIS. It is not any	_
		-
Other Information: IEP Review Ge	eneral tab: Other Information RTE field	-

The LEA and parent have agreed to make the following changes to the IEP without convening an IEP meeting, as documented by: The following will be filled in based on what is entered in **the IEP Review General tab: IEP Review section**. (If nothing is entered in that section, this text will not print on the final document)

Date of Revision(s)	Participants/Roles	IEP Section(s) Amended



## IEP TEAM/SIGNATURES

The Individualized Education Program team makes the decisions about the student's program and placement. The student's parent(s), the student's special education teacher, and a representative from the Local Education Agency are required members of this team. Signature on this IEP documents attendance, not agreement.

This data will be filled in based on what is entered in the IEP Review Participants tab

Role	Printed Name	Signature

\* The IEP team must invite the student if transition services are being planned or if the parents choose to have the student participate.

- \*\* If the student is, or may be, participating in the regular education environment
- \*\*\* As determined by the LEA as needed for transition services and other community services
- \*\*\*\* A teacher of the gifted is required when writing an *IEP* for a student with a disability who also is gifted.

One individual listed above must be able to interpret the instructional implications of any evaluation results.

Written input received from the following members:

## Transfer of Rights at Age of Majority

For purposes of education, the age of majority is reached in Pennsylvania when the individual reaches 21 years of age. Likewise, for purposes of the Individuals with Disabilities Education Act, the age of majority is reached for students with disabilities when they reach 21 years of age.

# PROCEDURAL SAFEGUARDS NOTICE

I have received a copy of the *Procedural Safeguards Notice* during this school year. The *Procedural Safeguards Notice* provides information about my rights, including the process for disagreeing with the IEP. The school has informed me whom I may contact if I need more information.

Signature of Parent/Guardian/Surrogate:



## I. SPECIAL CONSIDERATIONS THE IEP TEAM MUST CONSIDER BEFORE DEVELOPING THE IEP. ANY FACTORS CHECKED AS "YES" MUST BE ADDRESSED IN THE IEP.

#### This boxes in this section will be checked to correspond to those checked on the IEP Review Special Considerations tab

Yes The IEP must include a description of the instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the student.



#### Is the student deaf or hard of hearing?

- Yes
- The IEP must include a communication plan to address the following: language and communication needs; opportunities for direct communications with peers and professional personnel in the student's language and communication mode; academic level; full range of needs, including opportunities for direct instruction in the student's language and communication mode; and assistive technology devices and services. Indicate in which section of the IEP these considerations are addressed. The Communication Plan must be completed and is available at <a href="http://www.pattan.net">www.pattan.net</a>

No

#### Does the student have communication needs?

- Student needs must be addressed in the IEP (i.e., present levels, specially designed instruction (SDI), annual goals, etc.)
- No

Yes

Yes

Yes No

#### Does the student need assistive technology devices and/or services?

Student needs must be addressed in the IEP (i.e., present levels, specially designed instruction, annual goals, etc.)

No

#### Does the student have limited English proficiency?

The IEP team must address the student's language needs and how those needs relate to the IEP.

- Does the student exhibit behaviors that impede his/her learning or that of others?
  - Yes

The IEP team must develop a Positive Behavior Support Plan that is based on a functional assessment of behavior and that utilizes positive behavior techniques. Results of the functional assessment of behavior may be listed in the Present Levels section of the IEP with a clear measurable plan to address the behavior in the Goals and Specially Designed Instruction sections of the IEP or in the Positive Behavior Support Plan if this is a separate document that is attached to the IEP. A Positive Behavior Support Plan and a Functional Behavioral Assessment form are available at <a href="https://www.pattan.net">www.pattan.net</a>

No



Other (specify):

## II. PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

## Each bullet item below will be filled in with the information entered in the RTE fields in the IEP Review Present Levels tab

#### Include the following information related to the student:

- Present levels of academic achievement (e.g., most recent evaluation of the student, results of formative assessments, curriculum-based assessments, transition assessments, progress toward current goals)
- Present levels of functional performance (e.g., results from a functional behavioral assessment, results of ecological assessments, progress toward current goals)
- Present levels related to current postsecondary transition goals if the student's age is 14 or younger if determined appropriate by the IEP team (e.g., results of formative assessments, curriculum-based assessments, progress toward current goals)
- Parental concerns for enhancing the education of the student
- How the student's disability affects involvement and progress in the general education curriculum
- Strengths
- Academic, developmental, and functional needs related to student's disability

# III. TRANSITION SERVICES - This is required for students age 14 or younger if determined appropriate by the IEP team

## This area will be completed based on the data entered in the IEP Review Transition Services tab

. If the student does not attend the IEP meeting, the school must take other steps to ensure that the student's preferences and interests are considered. Transition services are a coordinated set of activities for a student with a disability that is designed to be within a results oriented process, that is focused on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from school to post school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation that is based on the individual student's needs taking into account the student's strengths, preferences, and interests.

**POST SCHOOL GOALS** - Based on age appropriate assessment, define and project the appropriate measurable postsecondary goals that address education and training, employment, and as needed, independent living. Under each area, list the services/activities and courses of study that support that goal. Include for each service/activity the location, frequency, projected beginning date, anticipated duration, and person/agency responsible.



# For students in Career and Technology Centers, CIP Code:

Postsecondary Education and Trainin	ng Goal:				Measurable Annual Goal Yes/No (Document in Section V)
Courses of Study:					
Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/Agency Responsible
Employment Goal:					Measurable Annual Goal Yes/No (Document in Section V)
Courses of Study:					
Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/Agency Responsible
Independent Living Goal, if appropria	ate:				Measurable Annual Goal Yes/No (Document in Section V)
Courses of Study:					



Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/Agency Responsible



## IV. PARTICIPATION IN STATE AND LOCAL ASSESSMENTS

# This section will be completed based on the entries in the IEP Review - Assessments tab

# Available Assessment Options in Reading and Math-2010

- PSSA for Math and Reading, or
- PSSA-M for Math and PSSA for Reading, or
- Pennsylvania Alternate System of Assessment (PASA)

Students will be taking the PSSA, PSSA-M for Math, or the PASA in the grade levels below.

- Reading (Grades 3-8, and 11)
- Math (Grades 3-8, and 11) (PSSA-M, grades 4-8, and 11)
- Writing (Grades 5, 8, and 11)
- Science (Grades 4, 8 and 11)

Assessment is not administered at this student's grade level; OR
Student will participate in the PSSA (Reading, Writing, and Science) without accommodations; OR
Student will participate in the PSSA (Reading, Writing, and Science) with the following appropriate accommodations (allowable PSSA
accommodations may be found in the PSSA Accommodations Guidelines at <u>www.pde.state.pa.us</u> under Pre K-12 and Assessment):
 Student will participate in the PSSA (Math) without accommodations: OR
 Student will participate in the PSSA (Math) with the following appropriate accommodations (allowable PSSA accommodations may be found in
 the PSSA Accommodations Guidelines at your de state parts under Pro K 12 and Assessment):
 the PSSA Accommodations duidetines at <u>www.pde.state.pa.us</u> under PTe R-TZ and Assessment).
Student will participate in the DSSA Medified for Math without accommodations: OD
 Student witt participate in the FSSA-modified for Math without accommodations, OK
 Student will participate in the PSSA-modified for Math with the following appropriate accommodations (allowable PSSA accommodations may
 be found in the PSSA Accommodations Guidelines at <u>www.pde.state.pa.us</u> under Pre K-12 and Assessment):
Student will participate in the PASA (criteria regarding PASA eligibility may be found in Guidelines for IEP Teams: Assigning Students with
IEPs to State Tests (ASIST) 2010 at <u>www.pde.state.pa.us</u> under Pre K-12, Special Education, and Assessment.)



Explain why the student cannot participate in the PSSA or the PSSA-M for Math:

Explain why the PASA is appropriate:

Choose how the student's performance on the PASA will be documented. Videotape (will be kept confidential as all other school records)

Written narrative (will be kept confidential as all other school records)

#### Local Assessments

Local assessment is not administered at this student's grade level; OR

Student will participate in local assessments without accommodations; OR

Student will participate in local assessments with the following accommodations; OR

The student will take an alternate local assessment.

Explain why the student cannot participate in the regular assessment:

Explain why the alternate assessment is appropriate:



V. GOALS AND OBJECTIVES - Include, as appropriate, academic and functional goals. Use as many copies of this page as needed to plan appropriately. Specially designed instruction may be listed with each goal/objective or listed in Section VI.

Short term learning outcomes are required for students who are gifted. The short term learning outcomes related to the student's gifted program may be listed under Goals or Short Term Objectives.

Information in this section will be completed based on the entries made in the IEP Review - Goals and Objectives tab. Mods and SDI can also be entered here.

MEASURABLE ANNUAL GOAL Include: Condition, Name, Behavior, and Criteria (Refer to Annotated IEP for description of these components)	Describe HOW the student's progress toward meeting this goal will be measured	Describe WHEN periodic reports on progress will be provided to parents	Report of Progress

SHORT TERM OBJECTIVES - Required for students with disabilities who take alternate assessments aligned to alternate achievement standards (PASA).

Short term objectives / Benchmarks



VI. SPECIAL EDUCATION / RELATED SERVICES / SUPPLEMENTARY AIDS AND SERVICES / PROGRAM MODIFICATIONS - Include, as appropriate, for nonacademic and extracurricular services and activities.

Information in section A, B, C and D and E will be completed based on the entries made in the IEP Review - Services tab.

## A. PROGRAM MODIFICATIONS AND SPECIALLY DESIGNED INSTRUCTION (SDI)

- SDI may be listed with each goal or as part of the table below.
- Include supplementary aids and services as appropriate.
- For a student who has a disability and is gifted, SDI also should include adaptations, accommodations, or modifications to the general education curriculum, as appropriate for a student with a disability.

Modifications and SDI	Location	Frequency	Projected Beginning Date	Anticipated Duration

**B. RELATED SERVICES** - List the services that the student needs in order to benefit from his/her special education program.

Service	Location	Frequency	Projected Beginning Date	Anticipated Duration

## C. SUPPORTS FOR SCHOOL PERSONNEL - List the staff to receive the supports and the supports needed to implement the student's IEP.

School Personnel to Receive Support	Support	Location	Frequency	Projected Beginning Date	Anticipated Duration



D. GIFTED SUPPORT SERVICES FOR A STUDENT IDENTIFIED AS GIFTED WHO ALSO IS IDENTIFIED AS A STUDENT WITH A DISABILITY - Support services are required to assist a gifted student to benefit from gifted education (e.g., psychological services, parent counseling and education, counseling services, transportation to and from gifted programs to classrooms in buildings operated by the school district).

Support Service	
Support Service	
Support Service	

## E. EXTENDED SCHOOL YEAR (ESY) - The IEP team has considered and discussed ESY services, and determined that:

Student IS eligible for ESY based on the following information or data reviewed by the IEP team:

OR

As of the date of this IEP, student is NOT eligible for ESY based on the following information or data reviewed by the IEP team:

The Annual Goals and, when appropriate, Short Term Objectives from this IEP that are to be addressed in the student's ESY Program are:

If the IEP team has determined ESY is appropriate, complete the following:

ESY Service to be Provided	Location	Frequency	Projected Beginning Date	Anticipated Duration



Information in this section will be filled in based on entries made on the IEP Review - Educational Placement tab

A. QUESTIONS FOR IEP TEAM - The following questions must be reviewed and discussed by the IEP team prior to providing the explanations regarding participation with students without disabilities.

It is the responsibility of each public agency to ensure that, to the maximum extent appropriate, students with disabilities, including those in public or private institutions or other care facilities, are educated with students who are not disabled. Special classes, separate schooling or other removal of students with disabilities from the general educational environment occurs only when the nature or severity of the disability is such that education in general education classes, EVEN WITH the use of supplementary aids and services, cannot be achieved satisfactorily.

- What supplementary aids and services were considered? What supplementary aids and services were rejected? Explain why the supplementary aids and services will or will not enable the student to make progress on the goals and objectives (if applicable) in this IEP in the general education class.
- What benefits are provided in the general education class with supplementary aids and services versus the benefits provided in the special education class?
- What potentially beneficial effects and/or harmful effects might be expected on the student with disabilities or the other students in the class, even with supplementary aids and services?
- To what extent, if any, will the student participate with nondisabled peers in extracurricular activities or other nonacademic activities?

Explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular education class:

Explanation of the extent, if any, to which the student will not participate with students without disabilities in the general education curriculum:



2.

# 1. Amount of special education supports

Itinerant: Special education supports and services provided by special education personnel for 20% or less of the school day
Supplemental: Special education supports and services provided by special education personnel for more than 20% of the day but less than 80% of the school day
Full-Time: Special education supports and services provided by special education personnel for 80% or more of the school day
Type of special education supports
Autistic Support
Blind-Visually Impaired Support
Deaf and Hard of Hearing Support
Emotional Support
Learning Support
Life Skills Support
Multiple Disabilities Support
Physical Support
Speech and Language Support

# C. Location of student's program

Name of School District where the IEP will be implemented:
Name of School Building where the IEP will be implemented:
Is this school the student's neighborhood school (i.e., the school the student would attend if he/she did not have an IEP)?
Yes
No. If the answer is "no," select the reason why not.
Special education supports and services required in the student's IEP cannot be provided in the neighborhood school

K12 Systems, Inc.

7540 Windsor Drive, Suite 209 Allentown, PA 18195

Phone: 866-366-9540



Other. Please explain:



## VIII. PENNDATA REPORTING: Educational Environment (Complete either Section A or B; Select only one Educational Environment)

## Information in this section will be filled in based on entries made on the IEP Review - Educational Placement tab. The calculations will be done automatically based on the hours in the school day as defined in the SIS.

To calculate the percentage of time inside the regular classroom, divide the number of hours the student spends inside the regular classroom by the total number of hours in the school day (including lunch, recess, study periods). The result is then multiplied by 100.

#### SECTION A: For Students Educated in Regular School Buildings with Nondisabled Peers - Indicate the percentage of time INSIDE the regular classroom for this student:

Time spent outside the regular classroom receiving services unrelated to the student's disability (e.g., time receiving ESL services) should be considered time inside the regular classroom. Educational time spent in age-appropriate community-based settings that include individuals with and without disabilities, such as college campuses or vocational sites, should be counted as time spent inside the regular classroom.

#### Calculation for this Student:

Column 1	Column 2	Calculation	Indicate Percentage	Percentage Category
Total hours the student spends in the regular classroom per day	Total hours in a typical school day (including lunch, recess & study periods)	(Hours inside regular classroom ÷ hours in school day) x 100 = % (Column 1 ÷ Column 2) x 100 = %	Section A: The percentage of time student spends inside the regular classroom:	Using the calculation result - select the appropriate percentage category
			% of the day	<ul> <li>INSIDE the Regular Classroom 80% or More of the Day</li> <li>INSIDE the Regular Classroom 79-40% of the Day</li> <li>INSIDE the Regular Classroom Less Than 40% of the Day</li> </ul>

SECTION B: This section required only for Students Educated OUTSIDE Regular School Buildings for more than 50% of the day - select and indicate the Name of School or Facility on the line corresponding with the appropriate selection: (If a student spends less than 50% of the day in one of these locations, the IEP team must do the calculation in Section A)

Approved Private School (Non Residential)	Other Public Facility (Non Residential)
Approved Private School (Residential)	Hospital/Homebound
Other Private Facility (Non Residential)	Correctional Facility
Other Private Facility (Residential)	Out of State Facility
Other Public Facility (Residential)	Instruction Conducted in the Home

#### EXAMPLES for Section A: How to Calculate PennData - Educational Environment Percentages

Column 1	Column 2	Calculation	Indicate Percentage
Total hours the student spends in the regular classroom - per day	Total hours in a typical school day (including lunch, recess & study periods)	(Hours inside regular classroom ÷ hours in school day) x 100 = % (Column 1 ÷ Column 2) x 100 = %	Section A: The percentage of time student spends inside the regular classroom:

K12 Systems, Inc.



Example 1	5.5	6.5	(5.5 ÷ 6.5) x 100 = 85%	85% of the day (Inside 80% or More of Day)
Example 2	3	5	(3 ÷ 5) x 100 = 60%	60% of the day (Inside 79-40% of Day)
Example 3	1	5	(1 ÷ 5) x 100 = 20%	20% of the day (Inside less than 40% of Day)

For help in understanding this form, an annotated *IEP* is available on the PaTTAN website at <u>www.pattan.net</u> Type "Annotated Forms" in the Search feature on the website. If you do not have access to the Internet, you can request the annotated form by calling PaTTAN at 800-441-3215.



## NOREP/PWN

Child's Name:	Selected Student Name	
Date Sent (mm/dd/y	yy): <mark>Contacts tab: Date</mark> yy): <mark>Sent</mark>	
Name and Address o	of Parent/Guardian/Surrogate:	
<mark>Contacts tab</mark>	: Name of each person checked will be printed	For LEA Use Only:
<mark>Address is th</mark>	e STUDENT ADDRESS from the SIS.	Date of Receipt of Signed NOREP/PWN
Dear	:	
This is to notify you	of the Local Education Agency's (LEA's) action regar	ding your child's educational
program.	rom the selected check box will print	
1. Type of action tal	ken:	
Proposes initial proceed without y	rovision of special education and related services (Fo your written consent in Section 8 of this document)	r this action, the school may not
Refusal to initiate	e an evaluation (Must issue Procedural Safeguards No	tice)
Proposes to chang a free appropriate	ge the identification, evaluation or educational place e public education (FAPE)	ment of the child or the provision of
Refusal to change free appropriate	e the identification, evaluation or educational placen public education (FAPE)	nent of the child or the provision of a
Change of placem	nent for disciplinary reasons (Must issue Procedural S	afeguards Notice)
Due process heari	ing, or an expedited due process hearing, initiated b	/ LEA
Graduation from	high school	
Exiting special ed	lucation	
Exiting high schoo	ol due to exceeding the age eligibility for a free appr	opriate public education (FAPE)
Extended School	Year (ESY) services	
Response to reque	est for an independent educational evaluation (IEE) a	it public expense
Other		
2. A description of t	he action proposed or refused by the LEA:	

# Actions tab: RTE field

## 3. An explanation of why the LEA proposed or refused to take the action:

## Actions tab: RTE field

4. A description of other options that the IEP team considered and the reasons why those options were rejected. If the action proposed or refused is in regard to educational placement, options considered must begin with the regular educational environment with supplementary aids and services (information about supplementary aids and services is available on the PaTTAN website at <u>www.pattan.net</u>):

## Options Considered tab: Text as entered in each field will print.

Options Considered	Reason for Rejection	

5. A description of each evaluation procedure, assessment, record or report used as a basis for the proposed action or action refused:

Descriptions tab: RTE field contents

6. A description of other factors that were relevant to the LEA's proposal or refusal:

Descriptions tab: RTE field contents

7. The educational placement recommended for your child is (State the amount and type of special education supports, e.g., Itinerant Learning Support, Supplemental Autistic Support, Full-Time Emotional Support):

Recommendations tab: RTE field contents		
Contacts tab:		<mark>Contacts tab</mark>
School District Superintendent/Designee Charter School CEO	Signature	Date (mm/dd/yy)

You have rights and protections under the law described in the *Procedural Safeguards Notice*. If you need more information or want a copy of this notice, please contact:

Name and Title:	Contacts tab: Reply to	Phone:	Contacts tab: Reply to
Email Address:	Contacts tab: Reply to	_	

8. PARENTAL CONSENT

Directions for Parent/Guardian/Surrogate: Please check one of the options, sign this form, and return it within 10 calendar days. In circumstances when this form is NOT completed and parental consent is NOT required, the school will proceed as proposed after 10 calendar days.

I request an informal meeting with school personnel to discuss this recommendation.

I approve this action/recommendation.

I do not approve this action/recommendation.\* My reason for disapproval is:

I request (Contact the Office for Dispute Resolution at 800-360-7282 for information on Mediation and Due Process Hearing):

	Mediation
--	-----------

Due Process Hearing

\* Except for placement in an interim alternative educational setting due to drugs, weapons, or serious bodily injury (\$300.530(g), \$300.530(i), and \$300.531), if you do not approve the action/recommendation, your child will remain in the current program/placement only if you request a due process hearing or mediation through the Office for Dispute Resolution. If you do not request Due Process or Mediation through the Office for Dispute Resolution, the LEA will implement the action/recommendation.

## SIGN HERE:

Parent/Guardian/Surrogate Signature

Date (mm/dd/yy)

Daytime Phone

PLEASE RETURN THIS ENTIRE FORM TO:

Name: Info displayed is defined in the District Options

Address: Address is the district or school address from the SIS Choice of Dist. or School defined in District Option

Attached are state and local resources you can consult to help you understand your rights and how the special education process works.

For help in understanding this form, an annotated *NOREP/Prior Written Notice* is available on the PaTTAN website at <u>www.pattan.net</u> Type "Annotated Forms" in the Search feature on the website. If you do not have access to the Internet, you can request the annotated form by calling PaTTAN at 800-441-3215.

# 

Chapter 10 Special Education for Onted Students

School Personnel must issue this form to obtain written consent from a child's parent to conduct an initial evaluation.

Oral request by parent
Written request by parent

Date: \_\_\_\_\_ Date: \_\_\_\_\_

(The data placed in the fields above come from the corresponding fields on the Contacts tab)

Date: (Staff Contact and Consent tab: Permission Sent)

Student's Name: From the Student selected

For District Use Only:

Date of Receipt of Permission to Evaluate

Due Date for GWR

Name and Address of Parent Contacts tab: Send Letter to (Each name checked will be printed) Address is the Student Address from the SIS (It is NOT necessarily the address of either contact!)

The school district requests your consent to conduct a Gifted Multidisciplinary Evaluation (GMDE). We must have your consent before we can begin. In the evaluation, we will investigate information relevant to your child's suspected giftedness, including academic functioning, learning strengths and educational needs as shown by present levels of educational performance, assessment results, classroom observations and information from you. We will also be looking for an indication of demonstrated achievement, performance or expertise in one or more academic areas. Specific types of tests and procedures that will be used in the evaluation include the following:

Tests and Assessments Tab Check Boxes

The school district will form a Gifted Multidisciplinary Team (GMDT) to conduct this evaluation. As parent(s), you are a member of the GMDT. You will be invited to all team meetings. The multidisciplinary evaluation process will include information from parents or others who interact with the student on a regular basis, and may include information from the student if appropriate. If you want to provide written comments, reports or other information, please do so.

The Gifted Multidisciplinary Team will determine whether your child is gifted and in need of specially designed instruction. This information will be outlined in a Gifted Written Report (GWR) and will be given to the Gifted Individualized Education Plan (GIEP) Team. As parent(s), you are also a member of the GIEP team and you will be invited to all team meetings that are held. The Evaluation is to be completed and the Report is to be disseminated to you within 60 calendar days of receipt of your consent to evaluate.

Please read the enclosed Notice of Parental Rights/Procedural Safeguards that includes parent resources such as state or local advocacy organizations. If you have any questions, or if you need the services of an interpreter, please contact me

The data in the fields below comes from the Staff Contact and Consent tab \_\_\_\_\_

Name/Position

Phone

E-mail Address

**DIRECTIONS FOR PARENTS:** Please check the appropriate item(s), sign and return this form to the person below: Failure to respond may result in the school district requesting a hearing to proceed with the evaluation.

- [] I give consent to start an initial Gifted Multidisciplinary Evaluation as you propose.
- [] Please contact me. I am not ready to give consent for an initial Gifted Multidisciplinary Evaluation at this time and would like to talk about this.
- [] I object to the proposed initial Gifted Multidisciplinary Evaluation. Please do not begin the process at this time.
  - [ ] I request mediation.
  - [ ] I would like an impartial due process hearing.

Parent(s) Signature

Date

Daytime Phone

E-mail Address

\* The enclosed Notice of Parental Rights/Procedural Safeguards provides information on the options listed above.

NOTE: The state form DOES NOT HAVE a place for the name and address of the person to whom the parent should return the form.

Phone

E-mail Address

Notice of Intent to Reevaluate -gifted 

#### The date below is taken from the Permission Sent date on the Staff Contact and Consent tab Student's Name: \_\_\_\_From Student Selected\_\_ Date: \_\_\_

Name and Address of Parent

Contacts tab: Send Letter to (Each name checked will be printed) Address is the Student Address from the SIS (It is NOT necessarily the address of either contact!)

Dear Always says Parent Guardian

The school district is planning to reevaluate your child for the following reason(s):

#### Reason Referred tab check boxes

In the gifted reevaluation, we will review your child's GIEP, make a determination of which instructional activities have been successful and provide recommendations for the revision of the GIEP. It may also include information relevant to your child's giftedness, academic functioning, learning strengths and educational needs as shown by present levels of educational performance, assessment results, classroom observations and information from you. Specific types of tests and procedures, which will be used in the reevaluation, include the following:

#### Tests and Assessments Tab check boxes

The school district will form a Gifted Multidisciplinary Team (GMDT) to conduct the reevaluation. As parent(s), you are a member of the GMDT. You will be invited to all team meetings. Information from you is to be considered by the team as part of the reevaluation process. If you want to send written comments, please do so.

The Gifted Multidisciplinary Team will determine whether your child continues to be eligible for gifted support and services. This information will be outlined in a Gifted Written Report (GWR) and will be given to the Gifted Individualized Education Plan (GIEP) Team. As parent(s), you are a member of the GIEP team. You will be invited to all team meetings. The gifted reevaluation is to be completed and the report is to be delivered to you within 60 calendar days of the reevaluation.

Please call me at the number listed below to discuss information that you feel is important to include in the evaluation. Please read the enclosed Notice of Parental Rights/Procedural Safeguards, which includes parent resources such as state or local advocacy organizations. If you have any questions, or if you need the services of an interpreter, please contact me.

The data in the fields below comes from the Staff Contact and Consent tab

Name/Position

For District Use Only: Date of Receipt of Notice of Intent to Reevaluate Due Date for GWR

**DIRECTIONS FOR PARENTS:** Please check the appropriate item(s), sign and return this form to the person below. The school district may request a hearing to proceed with a reevaluation if you fail to respond to this request.

- [] I understand that a gifted reevaluation will be done for my child and that I will receive a written copy of the Gifted Written Report (GWR). The GWR will also be given to the Gifted Individualized Education Plan (GIEP) Team to assess my child's placement and program.
- [] I object to the proposed gifted reevaluation. Please do not begin the gifted reevaluation process at this time.
  - [ ] I request mediation.
  - [ ] I would like an impartial due process hearing.

Parent(s) Signature

Date

Daytime Phone

E-mail Address

\*The enclosed Notice of Parental Rights/Procedural Safeguards provides information on the options listed above.

NOTE: The state form DOES NOT HAVE a place for the name and address of the person to whom the parent should return the form.

#### Notice of Intent to Reevaluate Gifted

Date: \_<u>Staff Contact and Consent tab: Permission Sent</u> Student's Name: \_<u>From the Student selected</u>

Name and Address of Parent

## Contacts tab: Send Letter to (Each name checked will be printed) Address is the <u>Student Address from the </u>SIS (It is NOT necessarily the address of either contact!)

#### Dear Always says Parent Guardian

The school district is planning to reevaluate your child for the following reason(s):

#### Reasons referred check boxes.

In the gifted reevaluation, we will review your child's GIEP, make a determination of which successful and provide recommendations for the revision of the GIEP. It may also include inf

successful and provide recommendations for the revision of the GIEP. It may also include influe bate for our substance with a significant provide recommendation of the revision of the GIEP. It may also include influe bate for our substance with a significant provide recommendation of the revision of the GIEP. It may also include influe bate for our substance with a significant provide recommendation of the revision of the GIEP. It may also include influe bate for our substance with a significant provide recommendation of the revision of the GIEP. It may also include influe bate for our substance with a significant provide recommendation of the revision of the GIEP. It may also include the following bate for our substance with a significant provide recommendation of the revision of the re

#### Tests and Assessments Tab Check Boxes

The school district will form a Gifted Multidisciplinary Team (GMDT) to conduct the reevaluation. As parent(s), you are a member of the GMDT. You will be invited to all team meetings. Information from you is to be considered by the team as part of the reevaluation process. If you want to send written comments, please do so.

The Gifted Multidisciplinary Team will determine whether your child continues to be eligible for gifted support and services. This information will be outlined in a Gifted Written Report (GWR) and will be given to the Gifted Individualized Education Plan (GIEP) Team. As parent(s), you are a member of the GIEP team. You will be invited to all team meetings. The gifted reevaluation is to be completed and the report is to be delivered to you within 60 calendar days of the reevaluation.

Please call me at the number listed below to discuss information that you feel is important to include in the evaluation. Please read the enclosed Notice of Parental Rights/Procedural Safeguards, which includes parent resources such as state or local advocacy organizations. If you have any questions, or if you need the services of an interpreter, please contact me.

#### The data in the fields below comes from the Staff Contact and Consent tab

Name/Position Phone E-mail Address

**DIRECTIONS FOR PARENTS:** Please check the appropriate item(s), sign and return this form to the person below. The school district may request a hearing to proceed with a reevaluation if you fail to respond to this request.

- [ ] I understand that a gifted reevaluation will be done for my child and that I will receive a written copy of the Gifted Written Report (GWR). The GWR will also be given to the Gifted Individualized Education Plan (GIEP) Team to assess my child's placement and program.
- [] I object to the proposed gifted reevaluation. Please do not begin the gifted reevaluation process at this time.
  - [ ] I request mediation.
  - [ ] I would like an impartial due process hearing.

For District Use Only: Date of Receipt of Notice of Intent to Reevaluate

Due Date for GWR

been

Parent(s) Signature

Date

Daytime Phone

E-mail Address

\*The enclosed Notice of Parental Rights/Procedural Safeguards provides information on the options listed above.

The box selected [ ] Initial Refe	<b>checked is determined by the menu item</b> ral	(Gifted Written Report -	- Evaluation or Reevaluation)
[] Reevaluati	ิวท		
Student Name:_ School District:_	_ Filled in from student selected From SIS District info	Date of Report: Dem	<mark>ographis tab</mark> 
School:	From SIS School info		
Student Birth Da	ıte: <mark>From SIS</mark>	Grade: From SIS	s
Other Demogra	phic Data as Needed: <b>Demographics</b>	tab	
Summary of Fine	lings/Interpretation of Assessment Resu	Its in each academic	

## I. Information Gathered

area

Data in Section I comes from the fields in the Demographics tab

- Information from the parents
- Information from others who interact with the student on a regular basis
- Information from the student (if appropriate)

## II. Assessment of Academic Functioning relevant to the student's suspected giftedness

Data in Section II comes from the fields in the Academic Functioning tab

- Ability and Achievement test scores
- Rates of acquisition and retention
- Achievement, performance, expertise in one or more academic areas as evidenced by excellence of products, portfolio or research, as well as criterion-referenced team judgment

III. Learning Strengths including specialized skills, interests and aptitudes relevant to the student's suspected giftedness Data in Section III comes from the fields in the Learning Strengths tab

ata in Section in comes nom the news in the Learning Strengths

- Higher Level Thinking Skills
- Academic Creativity
- Leadership Skills
- Intense Academic Interest
- Communication Skills
- Foreign Language Aptitude
- Technology Expertise

# IV. Educational Needs relevant to the student's suspected giftedness

## Data in Section IV comes from the fields in the Educational Needs tab

- Specially designed instruction
- Indicate any intervening factors which may mask gifted abilities (such as English as a second language, learning disability, physical impairment, emotional disability, gender or race bias or socio/cultural deprivation)

# V. Conclusions and Recommendations for specially designed instruction to GIEP Team

Data in Section V comes from the fields in the Conclusions tab

- Conclusions Determination of Eligibility and Educational Needs Select A or B or C
- A. [] The student is not gifted and therefore in NOT ELIGIBLE for gifted placement and programming

OR

B. [] The student is gifted but does not need specially designed instruction, and therefore in NOT ELIGIBLE for gifted placement and programming

- C. [] The student is gifted AND is in need of specially designed instruction, and therefore IS ELIGIBLE for gifted placement and programming.
- Recommendations for consideration by the GIEP team for the student's educational programming
# **Gifted Written Report - Reevaluation**

This section will be printed on a separate document by the IEP writer if <u>GRW-Reevaluation</u> was selected. Sections I – IV above will NOT be printed.

I. Recommendation Regarding Continued Need for Gifted Education Data in Section I comes from the Recommendations tab

II. Review of the Student's GIEP: Data in Section II comes from the Review tab

- Instructional activities that have been successful
- Recommendations for revision of the GIEP

Data in the following sections comes from values in the Participants tab on either document

#### Gifted Multidisciplinary Team

NAME	POSITION		
	Parent Parent Certified School Psychologist Teacher		

\*The enclosed Notice of Parental Rights/Procedural Safeguards provides information on the options listed above.

# INVITATION TO PARTICIPATE IN THE GIEP TEAM MEETING

Date: \_\_\_\_Date letter was created in IEP Writer Student name: \_Selected Student

Name and Address of Parent Participants tab: Name of each person selected will print. Address is the STUDENT ADDRESS from the SIS

Dear Always says "Parent/Guardian"

For District Use Only:

Date of Receipt of Invitation to Participate in the GIEP Team Meeting

# Reason for Notice tab

We are sending you this notice so that you can attend and participate in:

Gifted Individualized Education Plan (GIEP) team meeting

 Other	meeting	(specify	fy)	
 Other	meeting	(sheen	ту)	

# Meeting Purpose tab

The purpose of this meeting is to

- [ ] Discuss the results and recommendations of the Gifted Multidisciplinary Evaluation (GMDE). A Gifted Individualized Education Plan (GIEP) will be developed at the meeting. This plan will include information about your child's present levels of educational performance, goals and specially designed instruction.
- [ ] Discuss your child's current GIEP to review and revise it as needed.

The GIEP team meeting has been tentatively scheduled for this location\_Meeting Specifics tab\_\_\_\_\_ at the following date and time \_\_\_\_Meeting Specifics tab \_\_\_\_\_. If this time, date or location is not convenient, please contact me as soon as possible so we can arrange a time and place that will offer you the opportunity to be present at this meeting.

Name and Title, Phone Number Date and E-Mail filled in from the Meeting Specifics tab

Name and Title

Phone Number

Date

E-mail Address

# Participants Tab

The following people are expected to attend the meeting for your child:

Name	Role or Position		

Parents are strongly encouraged to participate as members of their child's GIEP team. If you would like additional personnel from the school district to attend this team meeting, or if you have any questions or comments, please contact me. Furthermore, please be advised that you may bring other persons to the meeting who have knowledge or special expertise regarding your child.

We are requesting that you respond to this notice by checking the appropriate option below, and returning this form to the school district (by mail or in person) as soon as possible.

\_\_\_\_\_I will attend the GIEP meeting as scheduled.

\_\_\_\_\_I will need the following accommodations so that I may attend the

GIEP meeting:

\_\_\_\_I will not attend the GIEP meeting.

\_\_\_\_I wish to attend the GIEP meeting, but this time and/or location is not

convenient. I will contact you to make alternative arrangements.

Parent Signature

Date

Phone Number

E-mail Address

\*The enclosed Notice of Parental Rights provides information on the options listed above.

## NOTICE OF RECOMMENDED ASSIGNMENT (NORA) Gifted

Student's Name: \_\_\_\_<mark>Selected Student's Name\_\_\_</mark>
Date Sent: \_\_<del>Contacts tab\_\_\_\_\_\_</del>

#### Name and Address of Parent

Contacts tab. Each checked contact's name will print. Address is the STUDENT ADDRESS from the SIS

#### Dear Always says "Parent or Guardian"

This letter summarizes recently developed recommendations or proposed changes for your child's education program and/or assignment.

Actions tab: Text from check box selected will print

- 1. [] Your child should begin to receive gifted education services. The school district will not proceed without your approval of this recommendation (the GIEP is attached).
- 2. [] Your child's gifted education placement or services should be changed as noted in the GIEP. The school district will proceed with this change unless you notify us with your written disapproval (the GIEP is attached. You have 10 calendar days to respond to a notice of recommended assignment sent by mail or five calendar days to respond to a notice presented in person at the conclusion of a GIEP conference. If you receive the notice in person and approve the recommended assignment within five calendar days, we may not implement the GIEP for at least five calendar days, to give you an opportunity to notify us within the five-day period of a decision to revoke the previous approval of the recommended assignment.
- 3. [] Your child is no longer in need of gifted education. We recommend current gifted education services be discontinued. The school district will proceed with this change unless you notify us with your written disapproval. You have 10 calendar days to respond to a notice of recommended assignment sent by mail or five calendar days to respond to a notice presented in person at the conclusion of a GIEP conference. If you receive the notice in person and approve the recommended assignment within five calendar days, we may not implement the GIEP for at least five calendar days, to give you an opportunity to notify us within the five-day period of a decision to revoke the previous approval of the recommended assignment.
- 4. [] Your child is graduating from high school. All gifted education services will cease at the end of the current school term.
- 5. [ ] Your child is not in need of gifted education and should continue in his/her present assignment.
- 6. [ ] The school district is refusing your request to initiate or change your child's:
  - [ ] Identification
  - [ ] Educational placement

- [ ] Evaluation
- [ ] Provision of education

The reasons and basis for this refusal are: <u>Action tab: Text from RTE field</u>

7. [ ] Other: \_\_\_\_

This assignment was recommended after a review of the options that were used to assist in identifying the services and programs that will meet your child's needs. The assignment recommended for your child is: Action tab: Text from RTE field Reasons the recommendation is appropriate: (Include evaluation procedures, reports and other factors used in making the recommendations)

# Recommendations tab: Text from RTE field

Description of the options that were considered and the reasons why those options were rejected:

## **Options tab**

School District Superintendent

Signature

Date

You have certain rights that are described in the attached Notice of Parental Rights. Please carefully read the information. If you need more information, you may contact:

## Contacts tab: Data defined in District Options

Name

Position

Phone Number

E-mail Address

**DIRECTIONS FOR PARENTS:** Please check one of the options, sign this form and return it within 10 days to the person listed above.

- [ ] I approve this recommendation.
- [ ] I do not approve this recommendation. My reason for disapproval is:

I request:

[ ] Due-process Hearing\*

[] Mediation\*

I will need the following accommodations to be made so that I may attend the above:

Parent's Signature

Date

Daytime Phone

E-mail Address

\*The enclosed Notice of Parental Rights provides information on the options listed above.

Gifted Individual Educational Program (GIEP) School Year: Vear logged into	GIEP Team Meeting Date: General tab
	Silli Team Meeting Date
Student ID #: <mark>From SIS</mark>	Implementation Date: <u>General tab</u>
Student Name:Selected Student's name	DOB: _ <mark>From SIS</mark> Age: <mark>Calculated</mark>
Student E-mail: From SIS	Grade: From SIS
Parent Name:Participants tab: Prints name of first perso	n in Role list
Address:Prints STUDENT ADDRESS from SIS	Phone: (H) <u>From SIS</u>
	(W)From SIS
	E-mail: (H) <mark>From SIS</mark>
	(W)
School District:District from SIS	
County of Residence:From SIS	Other Information:General tab: Other info
Address:      Prints STUDENT ADDRESS from SIS	Phone: (H)From SIS (W)From SIS E-mail: (H)From SIS (W) Other Information:General tab: Other info

## GIEP TEAM PARTICIPANTS

#### Participants tab: Each person selected will be printed

The Gifted Individualized Education Plan (GIEP) Team makes the decisions about the student's program and placement. Required members of the GIEP team are: the student's parent(s), the student (if appropriate), one or more of the student's current teachers, a school district representative, other individuals at the discretion of either the parents or district and a teacher of the gifted.

NAME (typed or printed)	POSITION	SIGNATURE
	Parent	

\*The student may participate if the parents choose to have the student participate.

\*\* The district representative is one who is knowledgeable about the availability of resources of the district and who is authorized by the district to commit those resources.

The following sections will be filled in based on the RTE fields in the Present Levels tab

## I. PRESENT LEVELS OF EDUCATIONAL PERFORMANCE

- A. Ability and assessment test scores:
- B. Group and individual achievement measures:
- C. Grades:

- D. Progress on goals:
- E. Instructional levels:
- F. Aptitudes, interests, specialized skills, products and evidence of effectiveness in other academic areas:

The following section will be filled in based on the data from the Goals and Outcomes tab II. GOALS AND OUTCOMES: (Use as many copies of these pages or sections of these pages as needed to plan appropriately for the student).

## A. ANNUAL GOAL

## B. SHORT-TERM LEARNING OUTCOMES

Short Term Objecti	ves Objec	tive Criteria	Assessment Procedures	Timelines
1.				
2.				
3.				

# C. SPECIALLY DESIGNED INSTRUCTION TO BE PROVIDED TO THE

**STUDENT.** (Include this information for each annual goal)

SDI	Projected Date for Initiation	Anticipated Frequency	Location	Anticipated Duration

The following section will be filled in based on the data in the Support Services tab

# D. SUPPORT SERVICES NEEDED TO ASSIST THE GIFTED STUDENT TO BENEFIT FROM GIFTED EDUCATION.

Support Services	Projected Date for Initiation	Anticipated Frequency	Location	Anticipated Duration